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Title of Thesis – Titre de la thèse

The Effects of a Group Counselling Program on Young Adolescents of Separated and Divorced Parents

Degree for which thesis was presented
Grade pour lequel cette thèse fut présentée

M.ED.

Year this degree conferred
Année d'obtention de ce grade

1985

University – Université

University of Alberta

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THE EFFECTS OF A GROUP COUNSELLING PROGRAM ON YOUNG ADOLESCENTS OF SEPARATED AND DIVORCED PARENTS

BY

EVELINE ANN HANNON

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE

STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS

FOR THE DEGREE OF MASTER OF EDUCATION

IN

COUNSELLING PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

FALL 1985

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.....

Supervisor

.....

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Date August 26, 1985.

TO MY HUSBAND, FOR HIS ENDLESS

ENCOURAGEMENT

ABSTRACT

The purpose of this study was to investigate the effects of the Adolescents of Change Program (a personally designed group counselling program) on the self-concept, personal adjustment, and social adjustment of junior high school students. The Adolescents of Change Program is designed to assist junior high school students, whose parents are separated or divorced, to build more positive self-concepts and improve their personal and social adjustment in relation to their environments.

The literature reviewed suggested that adolescence in general, is viewed as a time for adolescents to search for their identity and attempt to establish themselves in adult roles (Ohlsen, 1977). It is considered to be a time of turmoil, and a period of heightened emotionality (Hurlock, 1969). The Wallerstein and Kelley Study (1980) illustrates how parental separation and divorce tends to further complicate this period of adolescence. A vast amount of literature supports the notion that the fulfillment of adolescents' needs depend very much on a supportive home base. However, because this is often not possible when parental separation and divorce has occurred in a family, group counselling is advocated.

The sample consisted of 29 students from a public junior high school whose parents were either separated or divorced. Students who participated in the Adolescents of Change Program were randomly assigned to one of two treatment groups; received

the same treatment; and, had the same group leader. Students who chose not to be involved in the Program were assigned to the control group.

Two instruments measuring self-concept, personal adjustment and social adjustment, were administered by pre- and post-testing. Over an eight week period, the Adolescents of Change (treatment) groups met weekly for approximately one hour and thirty minutes per session. The control group did not meet.

The results of this study indicated that there was no significant difference among the treatment and control groups in terms of pre- and post-test scores on the two instruments.

ACKNOWLEDGEMENTS

Appreciation is expressed to the following persons for their assistance:

Dr. H. Janzen, thesis supervisor, for his guidance and encouragement.

Dr. F. Boersma, for his constructive comments.

Dr. K. Ward, for his time and interest.

Thanks are also extended to the students at F.R. Haythorne Junior High School, who participated in this study.

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CHAPTER I

Introduction to the Study

The change in family structure precipitated by divorce and separation, often creates psychological, social, and economic problems for some students. Schools are seeing more and more of the effects of marital disintegration. Teachers and counsellors alike, recognize in their students a number of the problem symptoms found in literature. Students from divorced and separated families:

(1) seem to have greated incidences of difficulty relating to peers (Eddy and Silverman, 1974; Lynn and Sawry, 1959; Mitchell and Wilson, 1967; Wallerstein and Kelley, 1976).

(2) have a higher incidence of drug abuse (Lawrence and Velleman, 1974).

(3) show evidence that parental absence may be a major contributing factor to low academic achievement (Marino and McGowan, 1976; Wallerstein and Kelley, 1976).

(4) show high levels of overt and covert anti-teacher attitudes (Lamberts, et. al., 1971).

It appears that changed family structure may certainly be a source of problems for many adolescents.

Of late, there is evidence of more and more assistance available to adolescents who have experienced divorce and separation in their families. Assistance is in the form of

both individual and group counselling, in particular, that of group counselling sessions. These programs are generally available through various social service organizations in communities, however, recently, schools have also begun to initiate such group counselling programs.

John Sheridan (1981) discusses a number of such programs; O'Reilly (1979) has presented a program functioning in Lexington, Massachusetts for children of divorce, designed as a minimally structured discussion group for senior high school students facilitated by a counsellor. The response to this program has been extremely positive and has been reported in a number of other publications such as Owens (1979).

A program for elementary school children in a large urban area of the midwest is presented by Holdahl and Casperson (1977). In their program, students from families changed by divorce, separation, death and other reasons, are involved in highly structured group counselling. A program in Menchville High School, Newport News, Virginia is in place for students coping with loss (Kaplan, 1979). This program is open-ended and somewhat structured.

Wilkinson and Beck (1977) offer a similar program for elementary school students. A six week program for children dealing with divorce in Evergreen, Colorado is presented by Magid (1977). This program includes a high degree of parental involvement along with structured group counselling for students. These few programs appear to constitute the total

number of direct intervention programs available in the literature.

"Participation in group counselling has group members leaving the experience with whole new assemblages of behaviours, and fresh ways of thinking about situations and conditions in their lives which help these individuals to be more effective" (Vriend, J. and Dyer, W., 1973, p.51). Group counselling programs can also provide individuals with the kinds of group experiences that help them learn to function effectively, to develop tolerance to stress and anxiety and to find satisfaction in working and living with others (Corey and Corey, 1977; Ohlsen, 1977).

A group counselling approach is valuable for adolescents in that the previously mentioned experiences are supportive to the adolescent, and the school setting provides an excellent opportunity for such a program to be implemented. In this sense, counselors are needed to lead groups in schools to assist adolescents to cope with their problems, in particular, those problems stemming from changed family structure due to divorce and separation.

Counselling should be preventive and developmental, with an emphasis on therapeutic prevention of emotional and adjustment problems in students. The trend toward the application of group counselling procedures in meeting the needs of the individual is likely to grow, stimulated by greater acceptance of this preventive approach to problems encountered and by increased recognition of the effectiveness of group counselling

(Berg and Landreth, 1979).

After thorough research in group counselling, Hobbs (1951) made the unequivocal statement that it does work. Cohn (1964) stated that sufficient experiences with group counselling procedures had accumulated during the past decade to suggest the worth of the program as part of the educational process. As a result of extensive research and experience in group counselling, Rogers (1969) and Ellis (1969) have suggested that group counselling is more helpful to most people than is individual counselling. Krumboltz (1968) agreed with this position in part, and Gazda (1978) proposed that group counselling is the preferred mode of treatment for many individuals.

The Wallerstein and Kelley Study

The Wallerstein and Kelley Study, also known as the California Children of Divorce Project, began in 1971 and ended in 1977. The Study is a systematic investigation of the divorce-related experiences of children and adolescents and their parents. It was designed to follow 60 divorcing families and their 131 children between three and eighteen years of age, at the time of marital separation, through the first five years within the divorced family. Theoretically, the inquiry was to close at the end of the first year. However, it was discovered that 18 months after the separation, many issues were still unresolved in the lives of both parents and children. This Study provides tremendous insight into the issues related to marital separation which confront the

adolescent.

Wallerstein and Kelley (1980) state that while the adolescent fluctuates between the safety of the family home base and the exciting, unpredictable world of his peers, the need for a stable family structure is very great. "The stable, family structure allows the adolescent to return to home base in order to receive the emotional support when required, and to gather courage to once again move out to independence. With the family structure disintegrating at this time through divorce and separation, the adolescent often feels that the family as a secure base, no longer exists. As the divorce also creates new problems for the parents, they cannot concentrate time and effort on their adolescent as before." (Wallerstein and Kelley, 1980, p.82).

The Wallerstein and Kelley Study (1980) found the following consequences experienced by adolescents, due to divorce-related family changes:

(1) The adolescents felt that the time available to them for growing up had been drastically foreshortened. They felt hurried and pressed to achieve quickly, the independence which is usually achieved over several years.

(2) The family functions crucial to maintaining adolescent development were weakened by the divorce. This included discipline, external structure and controls.

(3) Many adolescents experienced conscious or un-

conscious competition from their parents. The psychological and social changes in the lives of many parents led them to preoccupations and behaviour, which closely paralleled those of their adolescent children, and threatened to narrow the generation gap. Men and women bought themselves new wardrobes and changed their hairstyles. They adopted new ways of talking which they thought resembled those of younger people. These changes brought great discomfort to their children .

(4) Many adolescents experienced feelings of being exposed and vulnerable, and their expectable adolescent worries intensified about their present and future; who would support them; who would send them to school; whether they would succeed or fail as sexual partners; whether they would achieve a better marriage than their parents.

(5) Adolescents mourned the family of their childhood. They experienced a sorrowful loss because of the divorce, joined with their adolescent feelings of outgrowing the family of their childhood.

(6) The expression of anger was evident, and at times, generated into physical violence. This camouflaged their vulnerability and sense of powerlessness. This also served to express their resentment at one or the other parent for presuming to give their own wishes and needs priority over the needs of their

adolescent children.

(7) Changes in relationships went hand in hand with rapid, often unpredictable changes in the adolescents' view of each parent. Divorce often pressed the adolescent to see each parent as an individual and to regard them separately.

(8) The adolescents were profoundly conflicted by issues of allegiance and loyalty. The demands of parents on adolescents frequently led to despair, depression and guilt.

(9) The adolescents displayed greater maturity and moral growth. They were concerned with finding ways to avoid the mistakes their parents had made; how to make better and more informed choices in regard to loves or marital partners. Personal morality became a central issue for youngsters who felt prepared to assign blame and responsibility for the marital failure. Their disappointment in the parents' failure to behave in accord with their standards of proper conduct led them to worry about issues of right and wrong in general.

(10) Money was one of the most common battlegrounds between parents, and many adolescents became "money-wise" somewhat prematurely. Most of their anxiety about finances focused on their future needs. In general, divorce appeared to create a more mature attitude toward financial matters in the long range, despite their initial anger and anxiety about being

deprived.

(11) The recognition of the parents' unhappiness and need for help, catalyzed increased maturity in approximately one third of the adolescents. They moved quickly into protective and helpful roles and took on the sharing of household responsibility and care of young children with competence, sensitivity and pride. An equal number responded by attempting to increase their distance from the family crisis and their parents. These adolescents entered actively into a variety of activities which kept them away from the home.

(12) Strategic withdrawal helped them maintain their intactness and separation from parental fighting and the crisis at that time. Creating distance from the parents at the height of the struggle, saved these adolescents from overwhelming anguish, humiliation and emotional depletion; and, enabled them at a later date, at a time appropriate to their own timetable and when the external turmoil had subsided somewhat, to be supportive, empathic and sensitive to needy parents. This generally occurred at the end of the first year.

(13) In their failure to cope, many adolescents rose to the challenge and moved more quickly into psychological independence and maturity. Others responded to the greater pressure by hanging back and turning

toward childhood or toward a pseudoadolescent adjustment.

(a) Temporary interference with entry into adolescence: Symptoms include turning to younger children as playmates; withdrawal from age appropriate activities at school; spending increasing amounts of time at home, either alone or in the company of one or the other parent; temporary disruptions in school attendance and slipping grades; and, diminished school achievement.

(b) Prolonged interference with entry into adolescence: Regressions were more likely to become consolidated when one parent relied heavily on the adolescent and consciously or unconsciously encouraged the son or daughter to give up customary activities and interests, in order to devote increasing amounts of time, energy and affection to the care of the parent. Intense emotional dependency of the adult on the adolescent is not the same thing as cooperation between parent and adolescent. Regressions of this kind were transient or more permanent, dependent in large measure on the vulnerability of the adolescent at the time of divorce, and the psychological disturbance of the parent. The capacity of the parent to refrain from actively pulling the younger child into his or her emotional orbit was critical to the duration of the adolescent's

response.

(c) Regression following loss of external values and controls: The sudden discovery of a parent's infidelity could trigger severe regression. The adolescent often feels betrayed by the parents' "immoral" conduct. Adolescents often need the external presence of the parent, often the father, to reinforce and organize, still insufficiently consolidated conscience and control. These adolescents sometimes became overwhelmed with anxiety in the face of their own heightened sexual and aggressive impulses in the absence of the familiar external limits.

(d) Pseudoadolescent behaviour: The incidence of sexual acting out increased following the parental separation. The general weakening of the family structure burdened many adolescents because it imposed on them the responsibilities for controls on their own for which they were not ready.

Based on the findings of the Wallerstein and Kelley Study, it is evident that divorce brings with it numerous concerns for adolescents. Group counselling should be viewed as a valuable support in an adolescent's adjustment to changed family structure.

Purpose of the Study

The purpose of this study is to experimentally investigate the effects of a personally designed group counselling program

on (a) the self-concept (b) the personal adjustment, and (c) the social adjustment of junior high school students, whose parents are either separated or divorced. The intent of the group counselling program is to promote and increase in self-concept, personal adjustment, and social adjustment in relation to the adolescent's environment. This will be determined by pre and post measures using the Piers-Harris Children's Self-Concept Scale and the California Test of Personality as assessment tools.

Definition of Terms

For the purpose of this study, the terms listed below have been operationally defined.

Adolescence: the period in human development between the beginning of puberty and the attainment of adulthood.

Divorce: a legal process which dissolves the marriage contract and enables both partners to remarry if they so desire.

Separation: a legal process which enables the husband and wife to live apart, but does not break the marriage contract nor free them to remarry if they so desire.

Self-concept: the way an individual feels about himself; "those perceptions beliefs, feelings, attitudes and values which the individual views as describing himself" (Perkins, 1958a, p.221).

Personal Adjustment: "a general term used to describe the extent

to which an individual displays the following tendencies: self reliance, sense of personal worth, sense of personal freedom, feeling of belonging, withdrawing tendencies and nervous symptoms." (Thorpe, L., Clark, W., and Tiegs, E., 1953, p.3).

Social Adjustment: "a general term used to describe the extent to which an individual displays the following tendencies: social standards, social skills, anti-social tendencies, family relations, school relations, occupation relations and community relations." (Thorpe, L., Clark, W., and Tiegs, E., 1953, p.3).

Group Counselling: "A dynamic inter and intra personal process whose content is generated out of the feelings and behaviour of the group members. The leader is a professionally trained counselor who is capable of creating a climate of trust, openness, responsibility, understanding, caring and conflict management. The group is comprised of persons functioning within the normal ranges of adjustment who are seeking increased awareness of self and others so that they may better deal with developmental situations". (Berg and Johnson, 1971, p.48).

It is believed that group counselling cannot meet all the

dolescent needs or concerns. However, it should be considered a valuable support for adolescents who have experienced separation and divorce of their parents. By focusing on the self-concept, personal and social adjustment of these adolescents in a group counselling setting, we are laying the groundwork for the fulfillment of their needs and concerns related to the divorce and separation of their parents.

Overview of the Study

The effects of the Adolescents of Change Program (treatment) groups were compared to the control group. The Adolescents of Change Program (treatment) groups participated in group counselling sessions as outlined in Chapter III. The control group did not meet.

Following the introduction as to the background and purposes of this study in ChapterI, a review of the literature, with emphasis on adolescent development and their needs, and how these can be met through group counselling, is discussed in Chapter II. Chapter III contains a description of the Adolescents of Change Program and the eight group counselling sessions. Chapter IV contains a description of the design and methods utilized in collecting data. Chapter V is comprised of the analysis of the statistical data derived in the process of this study. A summary of the results and their implications are presented in Chapter VI, along with recommendations for further research.

CHAPTER II

Review of the Literature

Adolescent Development

Ohlsen (1977) describes adolescents as being engrossed in their search for identity, in establishing themselves in adult roles, and in achieving their independence. At the same time, they are trapped by dependency. Ohlsen believes the adolescent to be trying to determine who he is, what he would like to do, what he can do, and to develop the will and self-confidence to do it. In like manner, he is changing his referent group from family to peers; and, due to rapidly changing times, and his peers' consuming demands for independence, they encourage him to question many of his parents' values.

Unlike Hall (1904), who described adolescence as a period of storm and stress, Hurlock (1967) cited Gesell, Ilg, and Ames' (1956) findings to support the notion that the period could better be described as a period of heightened emotionality. Ausubel (1954) characterizes adolescence as a period for testing the adequacy of the personality structure laid down during childhood. Ackerman (1955) believes adolescents tend to be extraordinarily sensitive to others' judgement of their worth. Their irritability stems from being caught between conformity and defiance. Their lack of self-confidence and interpersonal skills often causes their inability to react maturely.

Ausubel, however, stated that although personality de-

fects appear to be more glaring during this period, they tend to be only transitory disturbances. He concludes that even when the personality defects are more basic, the appearance of the most serious personality disorders occur after, rather than during adolescence. Hurlock concludes that except for those who experienced markedly deviant sexual development, most adolescents learn to cope with the problems with which they are confronted. Ohlsen (1964) and Kirkpatrick (1950) agree that as much as adolescents are often seen as causing a difficult situation for their parents and teachers, they generally develop normally and find themselves without any permanent scars. Often we see adolescents giving up and withdrawing by ignoring or running away from significant adults, by turning to drugs, by quitting school, or by staying in school but withdrawing from the learning process. These developmental aspects tend to be compounded when familial problems are being experienced such as the separation or divorce or parents.

Ohlsen (1977, p.177), is of the opinion that the adolescents' needs may be stated as general goals for group counselling:

(1) Search for identity by defining meaningful goals for various facets of life.

(2) Increased understanding of his interests, abilities and aptitudes.

(3) Improving skills for identifying opportunities and for evaluating them in terms of his own interests, abilities,

and aptitudes.

(4) Increasing interpersonal skills and self-confidence to recognize and solve his problem.

(5) Improving interpersonal skills and self-confidence to recognize when decisions are required, how to make them, and how to implement them.

(6) Increasing sensitivity to others' needs and improving skills for helping others satisfy their needs.

(7) Improving communication skills for conveying his real feelings directly to relevant persons, and with considerations for their feelings.

(8) Independence to examine what he believes, to make his own decisions, take reasonable risks, to make his own mistakes, and to learn from his mistakes.

(9) Improving interpersonal skills to deal with authority figures in a mature manner, for example, employers, police, government officials as well as parents and teachers.

(10) Meaningful participation in developing and maintaining limits on his own behaviour.

(11) Growing knowledge and skills for coping with his physical and emotional changes associated with maturation.

(12) Improving skills for living adult roles.

The fulfillment of these needs depend very much on a supportive home base. A close, nurturing family will often provide an atmosphere which an adolescent can return to after testing out various emerging, developing skills in the real

world. If the home and family provides the encouragement and support necessary for adolescents, often the turbulence experienced in the adolescent years may be more of a passing phase rather than lead to the long range problems which may extend into adulthood. Therefore, divorce and separation of the parents may upset the nurturing and supportive environment the adolescent seeks and requires in his family situation. Divorce and separation tend to create more obstacles for the adolescent in the sense that they bring with them a whole new realm of problems, thoughts, and feelings which may compound the already emotional time of adolescence. Therefore, there is a need to substitute, in some way, the supportive family base which may no longer be in existence, or may be in the process of redefinition and transition. In this way, a group counselling program may act as this substitute or at the very least, may be the only continuous support system the adolescent has for the time being.

A number of Ohlsen's goals of group counselling are directly related to the purpose of this particular study. Foremost is the goal of increasing the adolescent's interpersonal skills and self-confidence, in order to recognize and solve his problems. Group counselling will help the adolescent to recognize that his parents' divorce is still a problem for him, and will assist in building his self-confidence in order to attempt problem solving. Problem solving in this particular situation, may consist of recognizing his feelings and thoughts about his parents' divorce, and learning to

cope with the situation at hand.

A second pertinent goal, is that of recognizing when it is necessary to make decisions and how to make and implement them. In this way, the adolescent will be able to take charge of his personal situation related to his parents' divorce. A third goal which is seen to be relevant to the study, is increasing the adolescent's sensitivity to others' needs, and improving skills for helping others satisfy their needs. For the adolescent to be proficient in this area, it is necessary for him to first recognize his own needs and develop personal skills to satisfy these. A fourth goal, is to improve communication skills. This is seen in the adolescents' need to convey his real feelings to his parents about their divorce, as well as to relevant others. Therefore, the purpose of this study can be seen in the previously mentioned goals which are related to the adolescent's needs in the unique, but common situation, of the separation or divorce of his parents.

Group Counselling

Warters (1960) states that individuals function most of their lives within groups and against this background of interaction with others, one's self-concept is formed and many times distorted. This distorted perception of self, and self in relation to others, often occurs in the dynamics of the group relationship. Seemingly then, the most effective place for dealing with adjustment difficulties, is within a relationship that incorporates the basic structure which originally created

the difficulty.

Through the process of the group counselling relationship, the group member discovers the meaning of giving and receiving emotional support, and an understanding in a different and more positive sort of way. Perception of self then, is redefined in a context similar to that which initially resulted in the distortion (Hobbs, 1951).

"Group counselling is designed to help reasonably healthy persons to discuss openly the problems which worry and upset them, to explore alternative actions, to select an alternative, to develop the self-confidence, the will, and the skills required to implement the desired new behaviours, and to take action. As the therapeutic potency of the group develops, clients learn to help others as well as to accept help. Several clients are helped simultaneously (rather than treating one at a time in front of the group), each recognizing when another's problem is also his own. Clients also learn to accept individual differences and each others' unique solutions to similar problems" (Ohlsen, 1970, p.160).

Therapeutic Forces

It is crucial that a group leader attempt to understand the forces within his group that contribute to, or interfere, with the group achieving its goals. Ohlsen (1977) believes the extent to which the group leader trusts members and shares leadership functions with them, determines the extent to which he can enlist their assistance in identifying the group's leadership resources, in uncovering the problems which interfere with the group's successes, in diagnosing these problems,

and in taking action to solve them.

Ohlsen (1977) believes the following to be therapeutic forces necessary for the success of a counselling group .
(1) Attractiveness of the group: "The more attractive the group is to its members, the greater is the influence the group can exert on its members." (Cartwright, 1951, p.388). A group's attractiveness is determined by the importance of its perceived goals, the extent to which it meets its member's needs, whether its members are liked, and whether it includes prestigious members (Cartwright, 1951). Ohlsen (1977) cites the following from their review of the research: Cartwright and Zanders (1968) later concluded that a group is attractive when (1) its members are valued and accepted (Dittes, 1959); (2) its members are similar (Newcombe, 1953; Festinger, 1954); (3) it is small enough to enable members to communicate and relate effectively (Porter and Lawler, 1965); (4) it provides opportunities for social life and close personal associations (Hagstrom and Selvin, 1965); (5) it provides at least two of these sources of satisfaction: personal attraction, task attraction (attractive goals), and prestige from membership (Back, 1951).
(2) Acceptance by the group: "Genuine acceptance of a group member enhances self-concept and provides quality support for behaviour change. When a client discovers that he has been accepted for treatment in a group whose members expect to profit from counselling; who try to detect how he feels, and reflect those feelings in order to encourage him to talk

openly; who convey support; who express confidence in his ability to face the surfacing problems; and who invite him to implement desired new behaviours, he is better able to accept himself, including his problems" (Ohlsen, 1977, p.63). When group members exhibit their understanding and acceptance of each other, they convey that they have confidence in each others' ability to solve their problems.

(3) Expectations: Group members profit most from a counselling group when they understand what will be expected of them and what they can expect from others, before they decide whether to participate in the group (Ohlsen, 1977). For the group to be profitable, group members must learn to function both as good group members and as good helpers. This includes admitting when another's problem is relevant for them, and to use models wisely. 'In this way, the group leader must take care to establish himself primarily as a helper rather than as an information giver and as a teacher (Ohlsen, 1977).

(4) Belonging: Both those who are to be changed and those who influence change must sense a strong feeling of belonging in their group (Cartwright, 1951). "When a client feels that he belongs to a counselling group, he feels accepted, needed, and valued; he accepts the group's norms, makes a commitment to learn new behaviours, and to help others learn new behaviours; and gives of himself genuinely" (Ohlsen, 1977, p.65). The presence of persons with shared problems increases clients' identification with the group and their commitment

to the group situation (Kelman, 1963). The group leader tends to enhance the feeling of belonging by emphasizing the similarity among individual's problems and experiences, and generalizing from one group member's remarks to help others see implications for them (Powdermaker and Frank, 1953). "An individual's membership in a safe group in which its members implement new behaviours, encourages him to apply in daily life outside the group what he has learned in it, to celebrate his successes and to learn from his failures" (Ohlsen, 1977, p.66).

(5) Security: "When group members come to feel reasonably secure within their counselling group, they can be themselves, give up their facades, discuss their problems openly, accept other persons' frank reactions to them, and express considerately their own genuine feelings toward others" (Ohlsen, 1977, p.66). With the group members' clear understanding of what is expected of them and their commitment to be open with their problems, the group will become a safe place where their goals can be achieved. The group leader's reputation as a helper and his promoting this image will also promote a sense of security. Beck (1958) lists a number of additional reasons why the counselling group is a safe place for self-revelation: (1) it is more easily learned with peers; (2) untrained peers provide uncensored, more realistic responses to it; (3) peer feedback tends to be less threatening, and consequently tends to lower a group member's defenses; and (4) peers listen, accept one's

problems as real, and offer helpful assistance.

(6) Client readiness: Ohlsen (1977) states the more clients understand what is expected of them, adopt these expectations, accept the responsibility to discuss their problems openly, define specific behavioural goals, learn and implement their desired new behaviours and, where necessary, pressure fellow group members to implement new behaviours, the more ready they feel for group counselling. A group leader can facilitate this readiness, however, it is imperative that he convey to possible group members, that it is their responsibility to get themselves ready. When group members reach this readiness for counselling, it also tends to increase their self-concept.

(7) Client commitment: "Those who profit most from group counselling recognize and accept the need for assistance and are committed to talk openly about their problems, to implement desired new behaviours, and to help others learn desired new behaviours" (Ohlsen, 1977, p.68). Beck (1958) has also identified three other criteria: (1) their awareness of their own emotional difficulties, (2) their open admission of their need for help, and (3) their surrender of their defenses. Kelman (1963) also agreed that group members must be committed to treatment norms and to the process until they achieve their goals.

(8) Client participation: Ohlsen (1977) indicates that when clients are given a chance to decide whether they participate in group counselling; to demonstrate their own readiness for

counselling; to define their own behavioural goals; to develop criteria which they can use to appraise their own progress; and, to develop operational guidelines; they recognize that they are given real responsibility and they like it. Bach (1954) believes the group members' participation in developing and in revising group norms is one of the most effective elements in producing group cohesiveness.

(9) Responsibility: Increased responsibility for themselves and the therapeutic process increases group members chances for growth within a counselling group (Ohlsen, 1977). This includes deciding whether to participate in the group and also readying themselves for treatment, as well as owning certain feelings and emotions and accepting their responsibility in irresponsible actions, whether past or present.

(10) Congruence: Ohlsen (1977) believes congruence is essential for effective communication within a group . It is the accurate matching of those feelings of which an individual is aware with those which he is experiencing. In order for messages to be clear, the sender and the receiver of such must both be congruent. This will create a quality relationship.

(11) Feedback: Effective feedback encourages a client to listen, to explore its implications for learning new behaviours, to define new behavioural goals, to clarify what was communicated, to react to the feedback, and to solicit further feedback with reference to new goals and proposed actions (Ohlsen, 1977). Ohlsen cites a number of studies involving group counselling which have focused upon the im-

pact of positive and negative feedback, as well as the nature of the feedback: factual, behavioural, or emotional.

(a) Perhaps information which disconfirms self-concepts should be presented prior to positive feedback (Stoller, 1968);

(b) Positive feedback is rated as more credible and desirable than negative feedback, and both were readily accepted when positive preceded negative feedback (Schaible, 1970);

(c) Positive feedback is better accepted, and feedback which focuses on feelings is more effective than that which focuses on tasks (Gibb, 1971);

(d) Feedback to an individual is more effective than feedback to a group (Smith, 1972);

(e) Successful clients learn to give frank and genuine, but considerate feedback to fellow clients (Lieberman, Yalom, and Miles, 1973);

(f) Positive feedback is more credible and desirable than negative feedback to recipients (Jacobs, Jacobs, Gatz, and Schaible, 1973);

(g) It is more important for the deliverer of positive feedback to be known than it is for negative feedback (Jacobs, Jacobs, Cavior, and Burke, 1974).

Ohlsen indicates only the receiver can really tell whether feedback is positive or negative. Its acceptance is also determined by the receiver's perception of the giver

of the feedback, the setting in which it is given, and the emotional state of the receiver. In addition, group members profit most from feedback from others whom they trust and perceive as motivated to help them; and, the better the feedback giver accepts the receiver and the better the feedback giver has exhibited caring and support for him previously as well as at present, the more credible the receiver perceives his feedback.

(12) Openness: Ohlsen (1977) believes that there is perhaps nothing as powerful in encouraging self-disclosure, especially for adolescents, than for group members to discover that they are a member of an attractive group in which everyone seems to accept the idea that self-disclosure is essential to get help, and everyone seems to be willing to discuss their problems openly, to learn new behaviours and to help each other change. When open discussion occurs, increased personal acceptance is perceived and as the group progresses, the realization is made, these admired fellow group members have difficult problems to solve as well and that they continue to persist at this task.

(13) Therapeutic tension: A certain amount of tension and dissatisfaction must be present for group members to be motivated to learn new behaviours. Facing problems can be painful, but group members learn this process is essential in order to change. Care must be taken in order for the group leader not to create excessive tension through encouraging group members to use confrontation and interpre-

tation. It is most important for group members to participate in defining goals and implementing new behaviours as problems are discussed, and simply not to disclose and leave it at that.

(14) Therapeutic norms: Ohlsen (1977) states that when a client understands and accepts what is expected of him in order to achieve his goals, he helps develop and maintain therapeutic norms for his group. The group leader himself is very instrumental in this process as he is deemed to be a special helper and has earned this reputation. Therapeutic norms tend to be reinforced as the group leader and members share in maintaining the therapeutic forces.

Theoretical Approach to the Adolescents of Change Program

The theoretical approach involved in the Adolescents of Change Program, the group counselling program used in this particular study, is based on Carl Rogers', Client-centered therapy. This approach sees individuals as basically rational, socialized, forward-moving and realistic. Their reactions to the frustration of more basic impulses such as love, belonging and security are often seen as antisocial emotions. Rogers (1961) advocates that when individuals are free from defensiveness, their reactions are positive, forward-moving and constructive. Rogers also believes that there is no need to control aggressive, antisocial impulses, as these will become self-regulatory, balancing their needs against each other.

"As individuals, human beings possess the capacity to experience, in awareness, the factors in their psychological maladjustment and have the capacity and the tendency to move away from a state of maladjustment toward a state of psychological adjustment. These capacities and this tendency will be released in a relationship that has the characteristics of a therapeutic relationship. The tendency toward adjustment is the tendency toward self-actualization. Psychotherapy is thus the liberating of an already existing capacity in the individual" (Patterson, 1980, p.474). Philisophically, the individual "has the capacity to guide, regulate and control himself, providing only that certain definable conditions exist. Only in the absence of these conditions, and not in any basic sense, is it necessary to provide external control and regulation of the individual" (Rogers, 1959, p.221).

When the individual is provided with reasonable conditions for growth, the individual's potential will be developed constructively. Important to this approach is the philosophical orientation of the counselor which should include an attitude of respect for the individual; a belief in the individual's capacity and right to self direction; and, recognition of the worth and significance of each individual.

The conditions of the therapeutic process in relation to Rogers', Client-centered approach are as follows (Patterson, 1980).

(1) A counselling group is in contact with a group leader.

(2) Group members are in a state of incongruence. "Congruence is the accurate matching of physiological experiencing with awareness and the matching of these with what is communicated. When congruence is lacking, there is ambiguity in communication; words do not match nonverbal communication which is often not recognized by the individual experiencing it" (Patterson, 1980, p.485).

(3) The group leader is congruent in his relationship with group members.

(4) The group leader experiences unconditional positive regard toward the group members. This involves the perception of the self-experience of others without discrimination as to greater or lesser worthiness.

(5) The group leader experiences an empathic understand- of the group members' internal frames of reference. This involves "perceiving the internal frames of reference of others with accuracy, and with the emotional components and meanings which pertain there to, as if one were the other person, but without ever losing the 'as if' condition" (Patterson, 1980, p.481).

Group members have a need for positive regard from others and for positive self-regard. The therapeutic change depends upon the group members' perception of this and of the group leader's personality, attitudes and techniques. Techniques used in this approach are simply ways of expressing and communicating acceptance, respect, and understanding and of letting the group members know that the leader is attempt-

ing to develop the internal frames of reference by thinking, feeling and exploring with the group members. These are the ways of establishing and maintaining a therapeutic relationship. Therefore the emphasis is on the counselling philosophy and attitudes, and upon the counselling relationship rather than what the counselor says or does.

The counselling relationship enables group members to discover within themselves the capacity to use the relationship to change and grow. The counselor portrays characteristics of acceptance (no evaluation or judgement; unconditional acceptance; positive respect for group members as persons of worth); congruence (unified, integrated, consistent); understanding, enabling the group members to explore freely and deeply and thus develop better comprehension of themselves; and communication of these characteristics. These can be expressed naturally and spontaneously in many ways, both verbally and nonverbally. Through this communication then, relationships develop between the group leader and group members that are experienced as safe, secure, free from threat and supporting. In like manner, the group leader is perceived as dependable, trustworthy and consistent, and in this relationship, change can occur.

Patterson (1980, p.496) has summarized the Client-centered counselling process as follows:

(1) a loosening of feeling.

(2) a changing in the manner of experiencing (feelings shown but not recognized or owned).

(3) a shift from incongruence to congruence.

(4) a change in the manner in which and the extent to which the individual is willing and able to communicate himself or herself in a receptive climate.

(5) a loosening of the cognitive maps of experience (self-feelings are increasingly owned and accepted).

(6) a change in the individual's relationship to his or her problems (incongruence becomes congruence).

(7) a change in the individual's manner of relating (changing feelings are accepted and owned; experiencing of real and effective choice).

Special Considerations for Adolescents in Group Counselling

Adolescent needs are ably met in the group counselling setting. However, there are a number of considerations which should be made when working in groups specifically with adolescents.

Marchak (1982) believes that group counselling goals with adolescents should differ from those of group counselling goals with adults, due to basic differences in psychological functioning; specifically, tenuous control over impulses, fragile self-identity, and high levels of anxiety. Marshak also believes that treatment goals must be narrower in scope and should focus primarily on the resolution of present problems.

Adolescents are often in counselling under duress, and have often been made to feel that they are to blame for what

has happened at school, at home or at work. Therefore, the counselor must be very sensitive to the adolescent's underlying feelings and doubts, to detect and reflect their unique feelings, to answer nondefensively their questions about expectations, and to help them formulate precise, behavioural goals. The counselor must take care to promote his acceptance as a trustworthy helper, at the same time taking care not to defend the adolescent's actions but to help the adolescent function more effectively.

Group composition is an important consideration when counselling adolescents in groups. In order to provide effective counselling, a group leader must acknowledge that adolescence is composed of several stages, with each stage bringing particular concerns and conflicts. Berkovitz (1972) refers to his conceptualization of these stages: early adolescence, ages 13 to 15; middle adolescence, ages 15 to 17; late adolescence, ages 18 and older. Berkovitz characterizes each stage with specific concerns and conflicts. Based on this conceptualization, it would therefore be effective for group leaders to limit membership in counselling groups to those adolescents predominantly at the same stage. This would provide common ground in the counselling situation, and reduce the risk of problems developing among possible subgroups.

The counselor should tend to be more active when working with junior and senior high school groups, than when working with adults. Anderson (1972) believes there is never a time

to be passive with adolescent counselling groups. In contrast to the therapeutic process with adults, Schulman believes that adolescents will not assume increased responsibility for facilitating the therapeutic process (1957).

Due to adolescents generally having less tolerance for ambiguity and wanting to know precisely what they are getting into, what will be expected of them, and how it will help them, it is necessary for the counselor to keep in mind a number of considerations. These include the counselor clearly stating expectations, nondefensive responses to group members' efforts to clarify them, and a working atmosphere in which they believe that they can share in the shaping of the structure of the group. Adolescents appreciate an informal setting with the opportunity to sit on the floor as well as on chairs. Encouraging open response and teaching group members to be helpers promotes learning from models. As the adolescents grasp this and know what is expected of them, the counselor gradually becomes less active. The use of reflection rather than questioning techniques is also a valuable tool when working with adolescents.

The attractiveness of the group is more important to adolescents than to adults; this is evident in the adolescent peer orientation and their need to be accepted by the group. Stressing the adolescent's right to decide for himself whether to participate, and promoting his responsibility in deciding he is ready to speak openly and willing to learn, conveys responsibility and caring to the adolescent. It is

important also, to describe to adolescents how group counselling may help to improve their relationships with significant others and to develop new relationships, even with those individuals they have been reluctant to build one.

Role playing may be introduced early in the group counselling process in order to help adolescents improve their relationships with specific persons and practice meeting specific developmental tasks, especially those pertaining to functioning in relevant adult roles. Adolescents generally act as though they are confident, however, in a safe counselling group they may readily admit they are not very confident and that they need to practice (role play) dealing with peers as well as their significant adults.

Meaningful participation in developing and maintaining therapeutic norms is crucial for adolescents. Adolescents thrive on responsibility for their own growth. Openness is contagious in a group of adolescents. Most adolescents find it easier to discuss their problems with a group of peers than alone with a counselor. Defining precise behavioural goals and emphasizing learning new behaviours, enhances the adolescent's feeling of security and willingness to be open with fellow group members. Results are achieved when adolescents learn to share their goals, to receive encouragement and reinforcement from significant others, to communicate their new selves to significant others and to request assistance in maintaining new behaviours.

A number of structural considerations are also worthy of

discussion. Providing snacks at the beginning of the group sessions or at some point in the group session may be advisable. Berkovitz (1972) believes the anxiety of interaction stimulates the adolescent's desire to eat. People associate food with nurturance and the food provided within the group session may communicate, in a symbolic way, that the session is essentially a safe, nurturing environment.

There is a need for group members to respect confidentiality, as well as the group leader to discuss his intentions in regard to disclosing information to parents and others. Establishing a trusting relationship is a long and difficult process, and may be an impossible one if the group members perceive the group leader to be untrustworthy. It is vital that the group leader clarify his perspective on this issue, and share with the group the guidelines for handling, for example, a parent's request for information regarding their son or daughter's participation in the group.

Adolescents do not react to extended silence in the group setting as adults would. Rather than a motivator to speak, silence tends to overwhelm adolescents and may impede communication.

Weiner and King (1960) discussed the benefits of the group leader using self-disclosure with discretion. The group leader's recall of his own adolescence and the sharing of those feelings can be an effective way of assuring adolescents and their experiences.

Consideration must be given to the presence of anxiety and discomfort. Defense mechanisms are considered not to be as

effective with adolescents as they are with adults, and adolescents are generally vulnerable to significant levels of anxiety. The group leader must take care to reduce this anxiety to manageable proportions.

The use of confrontation and interpretation with the adolescents requires modifications. The emphasis should be placed on improving functioning rather than uncovering the unconscious. Sharing interpretations is not always in the adolescent's best interest. "Cognitive development also determines the type of interpretations that are appropriate, so that interpretations of an abstract nature do not reinforce the adolescent's belief that he is basically abnormal" (Marshak, 1982, p.197).

Berkovitz (1972), Horowitc (1976), and Brandes and Gardner (1973) believe that a group counselling approach with certain adolescents may be contraindicated. It is believed to be contraindicated for severely withdrawn youth who are essentially incapable of effective communication with others. Adolescents who show a marked depression or strong suicidal potential may also be considered to be inappropriate for group counselling.

Unique Features of Group Counselling as Related to the Adolescents of Change Program

Ohlsen (1977) discusses 12 unique features of group counselling. The following is a discussion of these unique features specifically related to the Adolescents of Change Program. (1) Group counselling is based upon a learning model. The

adolescents of Change Program allows adolescents the opportunity to learn; to understand and accept the concept of divorce, as well as to understand and accept themselves as individuals.

(2) Group counselling encourages group members to discuss only that part of their history, and to uncover those repressed materials which they feel have relevance for their present problems. They tend to focus on the here and now. The intent of the Adolescents of Change Program is to work with adolescents in the main area of divorce: How the divorce of their parents changed their lives and affected their thoughts, feelings and emotions. Discussion is encouraged in relation to changed family structure and how it may have relevance to feelings and problems the adolescents are presently experiencing.

(3) Group counselling focuses on encouraging group members to discuss openly how they feel, learn to accept themselves, recognize and use their potentialities to define goals and implement new behaviours, as opposed to trying to understand why they feel and behave as they do. The focus of the Adolescents of Change Program is to assist group members to discuss openly how they feel about their parents' divorce; to learn to begin accepting the divorce; to recognize and use their potentialities to define meaningful goals in relation to the divorce; and, to implement desired new behaviours, also in relation to the divorce.

(4) Length or number of group counselling sessions is at present a controversey. Ohlsen (1977) advocates many counselors

have demonstrated that clients can be helped in eight to ten weekly sessions of approximately ninety minutes. Ohlsen also points out that most counselors and psychotherapists tend to endorse short-term treatment (Adler, 1972; Ansbacker, 1972; Alexander and French, 1946; Barton, 1971; Bellak and Small, 1965; Buda, 1972; Carney, 1971; Godbole and Falk, 1972; Mann, 1973; Phillips and Wierner, 1966; Reid and Shyne, 1969; Rhodes, 1973; Schafer, 1973; Sifneos, 1972; Stewart, 1972; Thomas, 1973; Torre, 1972; Wolberg, 1965). The Adolescents of Change Program is considered to be a short-term treatment. The intent here is not to remedy all the adolescents' problems, but rather to help them embark on a positive and forward moving approach to solving their anxious feelings and problems related to the divorce of their parents. This process is ongoing, and the length of time required to reach completion will vary with different individuals.

(5) Group counselling generally involves a great deal of structuring, in that prospective clients are told precisely what is expected of them, what they can expect from the counselor and how clients like themselves have been helped. The Adolescents of Change Program is considered to be a structured program in the sense that certain expectations are made of the group members, and the leader shares with the members what they can expect of the leader as well as of the Program. The intent is to provide an attractive package for the adolescents in hopes that their interest to join is stimulated, but not to overstructure in the event the adolescents

may be overwhelmed and frightened to join. At the same time, the adolescents must be clear on the fact that the Program is not just an open-ended discussion period.

(6) Group counselors have as their goal, the development of a group structure in which clients can learn to accept primary responsibility for their own growth. This is certainly the intent of the Adolescents of Change Program, however, the mere fact that this is an adolescent group tends to compound the task. This is evident in that adolescence in general, is viewed as a time when adolescents are struggling with the whole concept of taking responsibility for their own growth. This has proven to hold many pitfalls for them. Developmentally, there are many other changes occurring in the life experiences of adolescents, and in view of the specific population that the Adolescents of Change Program is dealing with, one can see that their situation is not one of simply accepting responsibility for themselves. Responsibility is certainly involved, but divorce tends to cloud the issue further and needs to be clarified first, before responsibility can be assumed.

(7) Group counselors take great care to ensure that the goals of the group are really their clients' goals. The goals of the Adolescents of Change Program, are to promote an understanding of and an acceptance of an adolescent's parents' divorce. Therefore, care must be taken during the presentation of the Program and the intake interview, to make certain, possible group members see this opportunity in the same light.

That is not to say that an adolescent who has in a sense resolved this issue is not welcome in the group, for this adolescent may have a great deal to offer other group members, but care must be taken so that adolescents do not see the Program as simply a time to visit, or share stories without actually realizing what is expected of them. It is also necessary for group members to clarify their own goals for the purpose of the group leader.

(8) For counselors, helping clients adjust to their environment is necessary, but not sufficient. Sometimes they must learn to change their environment or move. However, most therapists attempt to assist their clients to understand themselves and their environment, and adjust to it. This is certainly the case with the Adolescents of Change Program. Realistically, it is not usually possible for an adolescent to physically remove himself from the divorce situation, and even if this was a possibility, emotionally, there would still be an attachment. Therefore, the Program assists adolescents in understanding themselves and their environment, and adjust to it.

(9) Group counselors vary on the issue of screening clients, but for the most part, group counselling is usually offered to reasonably healthy persons who are allowed to decide whether or not they wish to participate. Many group leaders select members on the basis of the following questions: What assistance does the client want and require? Is the client the type of person who tends to be helped or hurt by the technique for which I am selecting members? How do I feel toward the

client? Who needs whom for what? The selection of group members for the Adolescents of Change Program is not quite so structured. Any student who refers themselves, or is referred by their parent, is willing to make a commitment to attend, and is aware of what is expected of them and what they can expect from the Program, will not be turned away.

(10) "Group counselors perceive resistance as a natural reaction--an intrapersonal conflict that arises out of a client contracting for assistance, but then, during the process of being helped, questions whether the desired goals are worth the pain required to achieve them, or whether the goals can be achieved even if he discusses his problems openly, and genuinely tries to implement desired new behaviours" (Ohlsen, 1977, p.8). The manner in which a group leader deals with this resistance varies greatly. The Adolescents of Change Program, taking its approach from Rogers' Client-centered therapy, sees resistance as an obstacle which is gradually overcome by the group leader's continued efforts to provide a warm, safe atmosphere and display unconditional positive regard for each group member.

(11) Most Client-centered counselors do not perceive transference to be important in treatment. When a group member experiences a transference reaction, he assigns another the role of a significant other with whom he has some unfinished business, and treats this person (the transference object) as though he were that significant other. When this occurs in the group, the counselor helps the group member express his feelings toward his transference object and resolve any

problem that may result from it.

Group members' interactions tend to focus on the here and now. Some therapists have concluded that adolescents rarely experience transference in group counselling, as their primary focus is on the present and future (Ohlsen, 1977). Transference is not perceived to be relevant in the Adolescents of Change Program. Generally, problems which adolescents deal with, tend not to come from early childhood, but tend to involve significant others with whom they are having current problems. In this respect, the group leader encourages members to empathize with eath other, to discuss problems openly, to seek and try out solutions, and to learn new behaviours and attitudes. (12) Most group counselors terminate the group whenever a majority of clients decide either that they have achieved their goals, or that they have accomplished all they can at this time. The Adolescents of Change Program is designed as a once per week group session of an eight week duration. The group is faced with the decision of whether or not to continue the Program by a few weeks. This is done later in the Program when the group evaluates their progress, and decides whether a number of issues need yet to be resolved. If the group chooses to continue, a definite action plan must be drawn up. If not, preparations are made for leave taking and a "graduation activity" is planned.

CHAPTER III

Adolescents of Change Program

Introduction

The Adolescents of Change Program consists of group counselling sessions for young adolescents, ages 12 to 15, whose parents have separated or divorced. The Program was developed by myself while attending the Counselling for Personal Loss course instructed by Dr. F. Boersma at the University of Alberta in Edmonton, Alberta during Winter Session 1983.

The Adolescents of Change Program consists of eight group sessions, each approximately one hour and thirty minutes in length. The group sessions consist of numerous activities designed to promote thought and discussion related to each adolescent's experience with divorce. The purpose is to encourage the group members to verbalize their thoughts, feelings and experiences in order to achieve the Program objectives. Vital to this process, is the theoretical approach upon which the Adolescents of Change Program is based. It is based on Carl Rogers' Client-centered approach, whose main objective is to create a warm, nurturing, safe environment in order to bring about positive change. Important to this approach is the unconditional positive regard the group leader must have for each group member. The change or growth will bring group members closer to an understanding of their parents' divorce, an improved self-concept, and improved personal and

social adjustment.

Objectives

(1) To encourage adolescents to seek an understanding of divorce, and to gain acceptance of their parents' divorce.

(2) To assist adolescents to explore their identities and build self-esteem.

(3) To assist adolescents to improve their personal adjustment and social adjustment in relation to their environment.

Presentation

The Adolescents of Change Program has been designed for use in a school setting, however, it is also a Program which could easily be administered through a social service type of agency. The presentation is a description of the treatment process for prospective group counselling members. It also includes a discussion of what is expected of group members, and what they can expect from the group leader and from fellow group members.

The Adolescents of Change Program presentation in the school, for the purpose of this study, consisted of classroom visitations designed to provide prospective group members with the information they require in order to decide whether they should join such a group. There is only one basic requirement for group membership and that is, a student's parents must be

separated or divorced. Important information such as the nature of the Program, Program length, number of sessions, when and where the sessions are to occur, and the length of a session is to be covered in the presentation. The presentation also encourages students to accept responsibility for readying themselves to talk openly about their divorce experience, and encourages them to ask questions related to the group sessions. The aim is to present an attractive package to the students.

Students are then given direction as to how to pursue possible membership in such a group. This can be accomplished by distributing slips of paper to the students and requesting an indication of their interest in becoming part of the group. The request should be made that all students sign their name to the slip of paper, and then indicate with a written no, yes, or maybe, as to their interest. The group leader should then explain that any student who has indicated either a yes or a maybe will be met with individually to further discuss the Program. Another alternative would be for the group leader to leave it open for students to approach him during the school day for further information. This of course would only be possible in the situation where the students have access to the group leader during the school day. However, it is often necessary to take a more direct approach with adolescents, therefore the former method was used to recruit group members for this study.

The presentation should be made whenever a group leader

makes contact with prospective group members. Sonstegard and Dreikurs (1973) believe that group membership should be open to all adolescents and should not involve intensive psychological screening. In addition, they are of the opinion that group membership should not be contingent on the presence of obvious symptoms in the adolescent's behaviour such as acting out or withdrawing. In essence, the group should serve as a preventive as well as a remedial function.

For the purpose of this study, a presentation was also made to the parents of all students in the form of a newsletter. The newsletter was sent home to all families, regardless of whether the family had experienced separation or divorce. The purpose was two fold. One, to gain group membership through the added resource of the custodial parent, and two, to gain publicity for the Program and made it's presence known.

Intake Interview

The Adolescents of Change Program promotes an intake interview both with the prospective group member, as well as with the custodial parent. The purpose of the intake interview with the prospective group member is to help him assess his commitment to speak openly about his divorce experience and problems which stem from it; his desire to improve his feelings about the divorce and gain acceptance of it; and to define other specific goals. In this way, prospective group members are motivated to speak openly and accept responsibility for their

growth even before they join the counselling group. For those prospective group members who are not ready for group counselling, the group leader may help them decide whether it might be a good future source of assistance, and what they might do to ready themselves.

Although the intake interview with the custodial parent is not always a feasible endeavor, it's purpose is to explain the Program, to state its objectives, to clarify issues about the Program the custodial parent may have, and to obtain parental consent for their son or daughter's participation in the Program. The intake interview with the custodial parent establishes an information network which will help the group leader understand each adolescent's divorce situation. The information in turn, will facilitate the group leader's awareness of dynamics operating during group sessions. By sharing information with the custodial parent, the group leader is also being alerted to specific conflict areas in the adolescent's experience with divorce. In this way, the group leader obtains direction for specific topics that should be pursued in the group sessions.

Structure

The foremost structural consideration is group selection and size. Group members were selected once they identified themselves as having parents who were either separated or divorced, and once they were able to make a commitment follow-

ing the presentation and intake interview. Reasearch literature relating to group size includes Loeser (1957) who concluded that four to eight clients are ideal for group counselling, and that as groups increase in size, members tend to have little meaningful, involved relationships with each other. A larger group may also function as simply a collection of subgroups. Psatha's (1960) view also indicated that with increased group size, members experience less direct involvement and participation. Ohlsen (1977) believes that when deciding group size, the group leader must consider the members' maturity level, their attention span, and ability to work with others. Taking this information into consideration, it was decided to limit group size, for this particular study, to nine adolescents.

A second structural consideration in relation to the Adolescents of Change Program was that of the scheduling of group sessions. All the students attending F.R. Haythorne Junior High School, the school of this particular study, rely on bus transportation to and from school. Due to the bus schedule, the noon hour is thirty five minutes in length; a time allotment which is not sufficient to conduct a group counselling session. In addition, students generally require the noon hour as a break from their academic routine. It was therefore decided to schedule the group sessions after school. The group members would therefore require transportation home after the completion of each group session. Therefore, parents were required to make transportation arrangments for their adolescents,

and in some cases where this could not be done, the group leader provided transportation.

A third consideration was to identify a suitable physical setting within the school that would assist in promoting the objectives of the Program. The room chosen was a small instructional room used for a special program class of fifteen students. Care must be taken in order not to choose too large a room, whose size may overwhelm the group members, as well as take away from the dynamics of the group sessions. On the other hand, the room should be large enough to allow for some movement, as well as the opportunity for group members to find a private space when working individually on some of the activities in the group sessions. Carpeting on the floor is a valuable asset in that for many of the group activities the opportunity was present for group members to sit or stretch out on the floor, adding to their feeling of comfort. This was allowed only during certain group session activities.

A fourth consideration was that of providing a snack for group members prior to each group session. As the sessions were scheduled later in the afternoon, after the regular school day, most students welcomed a snack to carry them over to their supper hour at home. The snack was also an excellent "ice-breaker", and promoted informal group interaction prior to the beginning of the actual group session. When the session began, it was simply a formal extension of their previous interaction, and little encouragement on the part of the group leader was

required for discussion to begin.

A fifth consideration was the physical set-up of the group during the sessions. A circle, with group members seated on chairs was used, as this made it easier for each group member to make eye contact with other members. In addition, the circle has no front, middle or back. No one feels that they are in front or behind anyone. Everyone is side by side, and feels equal to each other.

A sixth consideration was the group rules. The following rules were in practise:

(1) Participation in the group is voluntary. If a group member would rather not be in the group, or if he would rather not attend a specific session, it is his decision.

(2) Members are not required to say anything in the group, unless they choose to.

(3) Information discussed in the group is confidential, and is not to be shared with people outside the group with the exception of parents, and then only if the member wishes to.

(4) All members are required to listen to the discussion, as they will all have an equal opportunity to speak.

(5) Interruptions and unnecessary comments have no place in group sessions.

The group leader's role was a seventh consideration which consists of a number of facets. The group leader is considered

to be a powerful therapeutic force in a counselling group, in that he helps students decide whether to participate; helps them define specific goals and to make commitments. The group members' faith in the group leader is important also in developing and maintaining a therapeutic group atmosphere. As the Adolescents of Change Program is based on Rogers' Client-centered approach, the role of the leader is crucial. The leader's unconditional positive regard for each group member is vital in the group counselling process. In addition, the leader must have a thorough understanding of the developmental aspects of young adolescents as well as background and understanding to the concept of divorce.

An eighth consideration was that of setting limits. The group leader indicated to the group that the sessions would be held for eight weeks. During the seventh group session, a discussion was held to determine whether group members would like to extend the Program by one to two weeks. It was also explained that this would only be possible, if the group members had specific concerns they would like to pursue, or felt that a number of concerns had not been adequately clarified in their own minds.

A ninth consideration was to meet with the parents as a group, to share group activities with them and provide a general indication of the progress the group was making, without actually breaking confidentiality. A parent meeting was scheduled midway through the Program in order to provide this

information to the parents, as well as to discuss their concerns about the Program or their child. It was also an opportunity for parents to find support with other parents concerning their adolescents. At this time parents were also given information about books and other resources, and services offered by the school and community agencies, in relation to divorce.

A tenth consideration of the Adolescents of Change Program was its evaluation by group members as well as by the parents. The group members' evaluation consisted of completing the following incomplete sentence:

THIS GROUP HELPED ME BY _____.

The parents' evaluation consisted of a brief questionnaire related to their somewhat limited perspective of the Program from the intake interview, the parent meeting, discussion which may have arisen between group member and parent, as well as their general view on the value of such a Program in the school.

An eleventh consideration made was in relation to group follow-up. Once termination was complete, follow-up was planned in two ways. Firstly, the group leader was available for individual counselling with any group member who requested it. Secondly, a follow-up group session was planned one and a half months after group termination. This was a voluntary session, and the purpose was to provide feedback to the group

leader in relation to how each group member was feeling about their situation and to discuss any common specifics.

Adolescents of Change Program: Group Sessions

SESSION #1

Objectives: To extablish a safe and supportive atmosphere by:

(1) having the members become aware of the structure and rules of the group, and

(2) by having the members hear what is expected of them, and for the leader to hear what they expect in return from the group sessions.

Structure

(1) Introductions - Names and ages, school, number of brothers and sisters, etc. The leader should model the introduction attempting to extablish openness and then move around the group giving each member an opportunity to do the same.

(2) Ask each member to say one positive thing they expect to achieve by being part of this group.

(3) The leader relates his own expectations and goals for the group in terms of the members' behaviour, participation and attendance. The following rules should be mentioned:

(a) Members are not required to say anything in the group unless they choose to.

(b) Information discussed in the group is very private and is not to be shared with people outside the group; with the exception of parents, and then only if the members wish to do so.

(c) Everyone is required to listen, and will be given an equal opportunity to speak.

(d) Interruptions and unnecessary comments have no place in the group sessions.

(4) Activity - Kinetic Family Drawing: The purpose is to gain further information about each member. This gives the member an opportunity to think about and draw his view of family members and their activities.

Directions: Each member requires a blank sheet of paper and a pencil. The group is asked to "draw a picture of everyone in your family, including you, doing something. Try to draw whole people, not cartoons or stick people." (If the members wish, they may leave the circle and find an area which is more private and comfortable). Given enough time, this projective experience often sheds important light on how the adolescent views his family. The leader should look for such things as who is not in the picture (for example, is the group member in the picture). Often adolescents will give descriptive pictures of how they feel about certain family members. It is often easier to express feelings in a drawing than verbally. Give the group members a chance to return to the group and share their pictures. If possible, the group leader should model this with his/her own picture. Members may verbally describe their picture if they feel they do not wish to show it to the group.

(5) At this time it is appropriate for the leader to talk briefly about the family now being changed or redefined, rather than being broken, which tends to have a negative connotation. The families are different now, changed but not broken; fathers and mothers remain fathers and mothers even if they do not live together and even if they do not function well with each other.

The primary goal for this group is to provide a comfortable place for adolescents whose families have experienced separation and divorce. The leader should explain that this group will help them learn how individuals can handle this major change in the family. Being a member of this group means that they need not feel alone and isolated from friends and family. There are people who do understand how difficult and mixed up things are when parents divorce, and this group is a good place to get started.

(6) I'm Special: Provide each member with a copy and read aloud. The purpose is to leave each member feeling "special", that they indeed are an important member in their family and in this group. Discussion may arise from the reading.

I'M S P E C I A L

In all the world there is nobody like me. Since the beginning of time, there has never been another person like me. Nobody has my smile. Nobody has my eyes, my nose, my hair, my hands, my voice. I'm special.

In all of time there has been no one who laughs like me, no one who cries like me. And what makes me laugh and cry will never provide indentical laughter and tears from anybody else, ever...

I'm the only one in creation who has my set of abilities. Oh, there will always be somebody who is better at one of the things I'm good at, but no one else in all the universe can reach the quality of my combination of talents, ideas, abilities and feelings.

Through all of eternity no one will ever look, talk, walk, think, or do like me. I'm special, I'm rare.

And as in all rarity, there is great value. Because of my great rare value, I need not attempt to imitate others. I will accept --- yes, celebrate my differences.

And I'm beginning to realize it's no accident that I'm special. I'm beginning to see that God made me special for a very special purpose.

He must have a job for me that no one else can do as well as I. Out of all the billions of applicants, only one is qualified, only one has the right combination of what it takes.

That one is me. Because ... I'm Special.

Author Unknown

SESSION #2

Objectives: To learn a relaxation exercise (stress management).

To learn to identify emotions that we feel.

To encourage group belongingness.

To encourage discussion about their changed families.

Structure

(1) Review group rules.

(2) Each member will give their name as a reminder, and are asked to relate a happy or fun experience that they had during the past week.

(3) Activity - Progressive Relaxation

Encourage each member to find an area in the room where they can stretch out on the floor, or sit comfortably. The relaxation exercise is progressive relaxation with muscle tensing, and then letting go and allowing muscles to relax. See the progression guide. After the group has experienced the activity, the leader should discuss the use of relaxation, when it is time to go to sleep, or if you are feeling uptight during the day. Relaxation is a skill that can easily be learned and always used. Ask the members to share experiences they've had where progressive relaxation may have been a good tool to use.

(4) Discussion - Feeling Vocabulary Chart

Ask the group what it feels like to be uptight, mad, sad,

happy, loving, etc. Ask the group members to give other words that mean the same. What do you do when you have these feelings, and you don't like them or find them uncomfortable?

Ask the group to name the feelings they've had in relation to their changed family. What did they do about these feelings? Ask the group to share their experiences with these feelings, i.e. describe a time when you felt loved.

(5) Activity - Warm Fuzzies

Read the story Warm Fuzzies. Discuss the nature of warm fuzzies and cold pricklies. How does the group think the story will end? Provide each member with a sheet of paper and a pencil. Fold the paper twice, making a card, and have each member put their name on it. Pass the cards around the circle and ask every member to write a warm fuzzy in each member's card. It is necessary to be sincere, and to be specific. When members have their own cards back, read the warm fuzzies to themselves. Ask the group how they feel about receiving their warm fuzzies. Ask them to describe their feelings. How can we get people to generally give out warm fuzzies?

(6) Homework - Give at least one warm fuzzy to someone each day for the next week. Try to include your parents as much as possible.

(7) Ask the group what they learned in todays' session.

PROGRESSIVE RELAXATION

1. Take a deep breath and hold it. Exhale. (Repeat).
2. Lift your right arm, tighten fist, hold it...let go and drop your arm. (Repeat). Feel the heaviness, tingling sensation in your right arm.
3. Lift your left arm, tighten fist, hold it...let go and drop your arm. (Repeat). Feel the heaviness, tingling sensation in your left arm.
4. Hold both arms out in front of you. Both feel heavy and relaxed. Take a breath, hold it. Feel the tension in your chest. Slowly exhale and slowly drop your arms.
5. Lie back and feel the heaviness, the relaxation in your arms.
6. Lift your shoulders as high as you can. Feel the tension. Let go and feel the relaxation. (Repeat).
7. Clench your teeth. Feel the tension and relax. Clench your teeth again. Smile broadly and feel the tension in your cheeks. Relax.
8. Close your eyes tightly, tightly. Feel the tension and now relax. (Repeat).
9. Frown. Feel your forehead wrinkling and now relax. (Repeat).
10. Take a deep, deep breath. Hold it and exhale slowly, slowly. Resume normal breathing.
11. The feeling of relaxation is spreading from your shoulders to your neck and head.

12. Take a deep breath. Hold it. Feel the tension in your chest and stomach. Exhale slowly and relax. (Repeat). The muscles in your chest and stomach are just as relaxed as the muscles in your arms, shoulders, neck and head. All deeply relaxed.
13. Raise your right foot. Point your right toe away from you and extend your leg as far away from you as you can. Put your right foot down and relax (Repeat). Feel the tension, feel the relaxation. Sense the warm feeling of relaxation.
14. Raise your left foot. Point your left toe away from you and extend your leg as far away from you as you can. Put your left foot down and relax. (Repeat). Feel the tension, feel the relaxation. Sense the warm feeling of relaxation.
15. Take a deep breath. Hold it. Slowly exhale and relax. (Repeat). Resume normal breathing.
16. Lift both legs. Hold out in front and point your toes away from you. Feel the tension, hold, feel the tension building, put your legs down and relax. (Repeat).
17. You have tensed and relaxed all the major muscles in your body. The relaxation and warmth started in your arms, moved to your neck, your head, your shoulders, moved to your chest and stomach, and to your upper and lower legs. All parts of your body are now deeply relaxed. (Repeat). Sense the deep, deep relaxation.

18. You are becoming more and more relaxed. Sense the deep relaxation.
19. For the next few minutes, I would like you to think of pleasant thoughts; things that make you happy. Think of pleasant thoughts; things that make you feel warm and relaxed.
20. Pause for 2 - 3 minutes.
    I am now going to count from 1 to 4. On the count of 1, start moving your legs; 2, start moving your fingers and hands; 3, start moving your head; and 4, begin to open your eyes.
21. When you are ready, sit or stand up slowly, and when you are ready please join the group in the circle.

FEELING VOCABULARY CHART-SELECTED SYNONYMS

(Allers, 1982)

AFRAID	WEAK	STRONG	HAPPY
alarmed	ashamed	accomplished	alive
anxious,	beaten	aware	beautiful
apprehensive	boxed in	brave	bubbly
chicken	crazy	capable	comfortable
cornered	defenseless	competent	content
cowardly	despondent	eager	enthusiastic
desperate	doomed	energetic	excited
fearful	exhausted	firm	fantastic
fidgety	faint	forceful	fortunate
frightened	fallen apart	important	friendly
jittery	frail	open	glowing
jumpy	helpless	responsible	good
nervous	inadequate	robust	groovy
overwhelmed	powerless	safe	lively
panicky	relaxed	smart	overjoyed
pressured	shaken	steadfast	peaceful
scared	shaky	together	pleased
shaky	shattered	trustful	satisfied
tense	strengthless	valuable	terrific
terrified	weakened	vigorus	thankful

SAD	LOVING	ANGRY
bothered	accepting	aggravated
burdened	admiring	betrayed
dejected	appreciative	bitter
depressed	caring	bugged
despairing	close	burned up
despondent	concerned	cheated
different	desirous	crabby
disappointed	devoted	disgusted
discouraged	fond	dissatisfied
disillusioned	friendly	disturbed
down	generous	edgy
downcast	giving	frustrated
empty	human	furious
gloomy	intimate	grouchy
hurt	likeable	hate-filled
left out	patient	impatient
low	respectful	irritated
miserable	special	mad
sorrowful	tender	mean
unhappy	yearning	resentful

WARM FUZZIES

(Family Life Education Manual-Calgary Board of Education)

Once upon a time, long ago, there lived a group of people who were usually happy and content. They spent most of their lives having good, warm feelings, and anytime they lost this feeling it was only temporary because they knew where to get it back again. You see, everytime someone was born they were given a soft bag which had lots of warm fuzzies inside.

A warm fuzzy was a soft, round shaped furry object about the size of your hand that you gave to other people. When you were given a warm fuzzy, you could cradle it in your hand, or tuck it under your arm, or rest it on the curve of your shoulder, or even let it cling to your back. Wherever you kept it, the warm fuzzy gave you a tingly sensation, made you feel good inside, and even made you want to smile a lot, even if you didn't seem to have a reason to smile. Because warm fuzzies made you feel good, people were always giving them to each other at every opportunity. No one had ever run out of fuzzies, there was an inexhaustible supply. In fact, it seemed that the more often people gave each other fuzzies, the supply grew even larger.

But one dark day the order of things changed in this fair and wonderous place. A wayward warlock came into the land to sell his potions and medicines. This warlock soon realized that he was not going to make much money in this land of happy

people unless he could find some way to make them sick and miserable.

One night during the full moon, while the warlock sat cackling by his fire, a devious plan came to mind. He would spread a rumour that the supply of warm fuzzies was limited, that if you gave away too many, you would soon run out. Within a surprisingly short time this rumour had spread far and wide: people began to hoard their fuzzies, giving them to others only on rare occasions. Some people would only give fuzzies to one or two friends which meant others got hardly any at all.

The warlock's business of selling potions grew by leaps and bounds. However, a few people had become so sick without warm fuzzies that they shrivelled up and died. The warlock really didn't want anyone to die, so he gave each person a bag that contained cold pricklies. A cold prickly could prevent you from shrivelling up and dieing, but it didn't make you feel warm and good inside.

Now when people met each other on the street or in the school hallways, they would give each other cold pricklies, thus saving their warm fuzzies. Some people even disguised their cold pricklies to look like warm fuzzies and you can imagine the confusion that caused. Often, when you thought you were getting a warm fuzzy, all you really got was a disguised prickly - a plastic fuzzy; and you didn't feel as good as you thought you would.

All in all, with the coming of the warlock, the land had become a very unhappy, confusing place indeed.

Not long ago, a new teacher, Ms. Tug Heather arrived from another land. Everyone in her country gave fuzzies out freely, even when not asked. They had never heard of the warlock and were not worried about running out of warm fuzzies. She gave them out freely to students and friends even when not asked. They liked the warm good feelings they were getting and they weren't at all worried that the supply would run out.

Other people were worried about this turn of events. They had a meeting (where they passed around a lot of cold pricklies) and decided to try to have Ms. Tug Heather sent to another land.

What will happen? Will the students be able to bring back the old days of plentiful, free, warm fuzzies? Or will the warlock's crafty ways still hold the people in a net of fear, and make warm fuzzies very scarce and hard to find. Will plastic fuzzies and cold pricklies be all that most people give and receive from each other?

SESSION #3

Objectives: To explore and gain an understanding of each member's perspective on their changed family.
To gain insight about each member's self-concept.

Structure

(1) Review the group rules.

(2) Ask the group members how the past week was for them. Discuss any "good" things that happened.

(3) Activity - Hand out a questionnaire (Allers, R.P. from Divorce, Children and the School) and give members time to complete it. They may move to any area of the room in which they feel comfortable. Ask members to check off items they wish to share with the group. The purpose of this activity is to gain information on each member's view of divorce. This gives the leader an indication of specific directions to take with the group. Elements of divorce which are common to the group can be focused on, as well as any which may be unique to certain members. Explain that the completed questionnaire is to be handed in to the leader who will treat the information confidentially.

(4) Activity - Have available a selection of fiction books on divorce and separation. Ask each member to choose one to read during the next week, and give a brief summary of it at the next group session.

(5) Ask the group members to think of one thing they learned in today's session.

DIVORCE QUESTIONNAIRE FOR CHILDREN

(Allers, 1982)

How long have your parents been divorced?_____

Have you discused the divorce with your Mom? Yes___ No___
with your Dad? Yes___ No___

Did your parents tell you why they became divorced?
Yes___ No___

Do you feel you understand why your parents became divorced?
Yes___ No___

Do you feel it was a good idea for your parents to divorce?
Yes___ No___

Have your parents remarried? Mom____ Dad____

Do you feel your parents might remarry?
1) each other Yes___ No___
2) other person Yes___ No___

Do you blame one or both parents for the divorce?
Yes___ No___

Do you feel you are to blame for your parents' divorce?
Yes___ No___

Do you think you were partially to blame for your parents' divorce?
Yes___ No___

Do you dream about your parents getting remarried or back together again?
Yes___ No___

Do you want to know more about divorce? Yes___ No___

Do you feel angry about the divorce? Yes___ No___

Do you feel you can talk to your Mom about the divorce?
Yes___ No___
to your Dad? Yes___ No___

How do you feel about your parents' dating?

good_____ angry_____ bad_____ happy_____

Do you often feel lonely? Yes___ No___

If you are living with your Mom, do you feel you can call your Dad whenever you want?
Yes___ No___

If you live with your Dad, do you feel you can call your Mom whenever you want? Yes___ No___

Do your Mom and Dad talk to each other without fighting? Yes___ No___

Are your parents friends? Yes___ No___

Do you think your Mom knows how you feel about her divorce? Yes___ No___

Do you think your Dad knows how you feel about his divorce? Yes___ No___

Have you ever talked to a friend about your parents' divorce? Yes___ No___

Do other kids generally understand how you feel about divorce if their parents are not divorced? Yes___ No___

Do you feel teachers understand how divorce affects you? Yes___ No___

Are you able to talk to most teachers about your parents' divorce? Yes___ No___

Does the divorce make it difficult to concentrate at school? Yes___ No___

Would you like to see the parent you are <u>not</u> living with more often? Yes___ No___

BIBLIOGRAPHY OF BOOKS ON DIVORCE (F.R. Haythorne School Library)
County of Strathcona

Non-Fiction

Author	Title
Booher, Dianna Daniels	Coping When Your Family Falls Apart
Unit at Fairweather Street School	The Kids' Book of Divorce
Leshan, Eda	What's Going to Happen to Me?
Richards, Arlene	How to Get it Together When Your Parents Are Coming Apart
Robson, Bonnie	My Parents are Divorced Too
Sobol, Harriet Langsam	My Other-Mother, My Other-Father
White, Ann S.	Divorce

Fiction

Author	Title
Angell, Judie	What's Beat For You
Avi	Sometimes I Think I Hear My Name
Blume, Judy	It's Not the End of the World
Bonham, Frank	Gimme an H, Gimme an E, Gimme an L Gimme a P
Colman, Hila	After the Wedding
Corcoran, Barbara	Hey, That's My Soul you're Stomping On
Danziger, Paula	The Divorce Express
Eyerly, Jeannette	The Phaedra Complex
Gerber, Merrill Joan	Please Don't Kiss Me Now
Holland, Isabelle	Of Love and Death and Other Journeys
Hunter, Evan	Me and Mr. Stenner
Klein, Norma	It's Not What you Expect
Klein, Norma	Robbie and the Leap Year Blues
Klein, Norma	Taking Sides
Neufeld, John	Sunday Father
Okimoto, Jean Davies	My Mother is Not Married to My Father
Peck, Richard	Father Figure
Platt, Kin	Chloris and the Weirdos
Platt, Kin	Chloris and the Creeps
Platt, Kin	Chloris and the Freaks
Snyder, Ann	Nobody's Brother
Stolz, Mary	Leap Before You Look
Wolitzer, Hilma	Out of Love

SESSION #4

Objectives: To encourage open discussion about divorce as related to the fiction book each member read over the past week. To learn the process of brainstorming to find creative alternate solutions to problems.

Structure

(1) Ask the group members to relate a good or happy experience they had in the past week. Some members may wish to share a negative or "bad" experience; this is acceptable.

(1) Activity - To promote the process of brainstorming. Make a non-judgemental list of all possible uses of an item like a cup. This activity is useful for expanding creative searches for solutions, from which one can choose the most appropriate ones. The leader may wish to make this a contest between 2 groups to get the longest list.

(3) Activity - Ask for volunteers to give an oral summary of the fiction book they read about divorce. This can be used to lead into a discussion by asking the group members to compare their experiences and feelings in relation to divorce, to the characters in the book. The previous activity of brainstorming can be used to find alternate solutions to problems encountered by the group members and also the characters in the book.

(4) Discussion - Time that is left may be used for general discussion, or discussion related to a specific topic that a group member may have requested.

SESSION #5

Objectives: To normalize the grieving process and explore losses experienced through divorce in the family.

Structure

(1) Activity - Ask each member to draw a time line to identify important events in their lives: their birth, the birth of a sibling, a special birthday, the first time they rode a bike...Ask the group to include the date their parents separated/divorced and any other significant events that occurred around that time. The time line may be shared in the group so members can together look at how different events in their lives affect them, and how each member's time line is different.

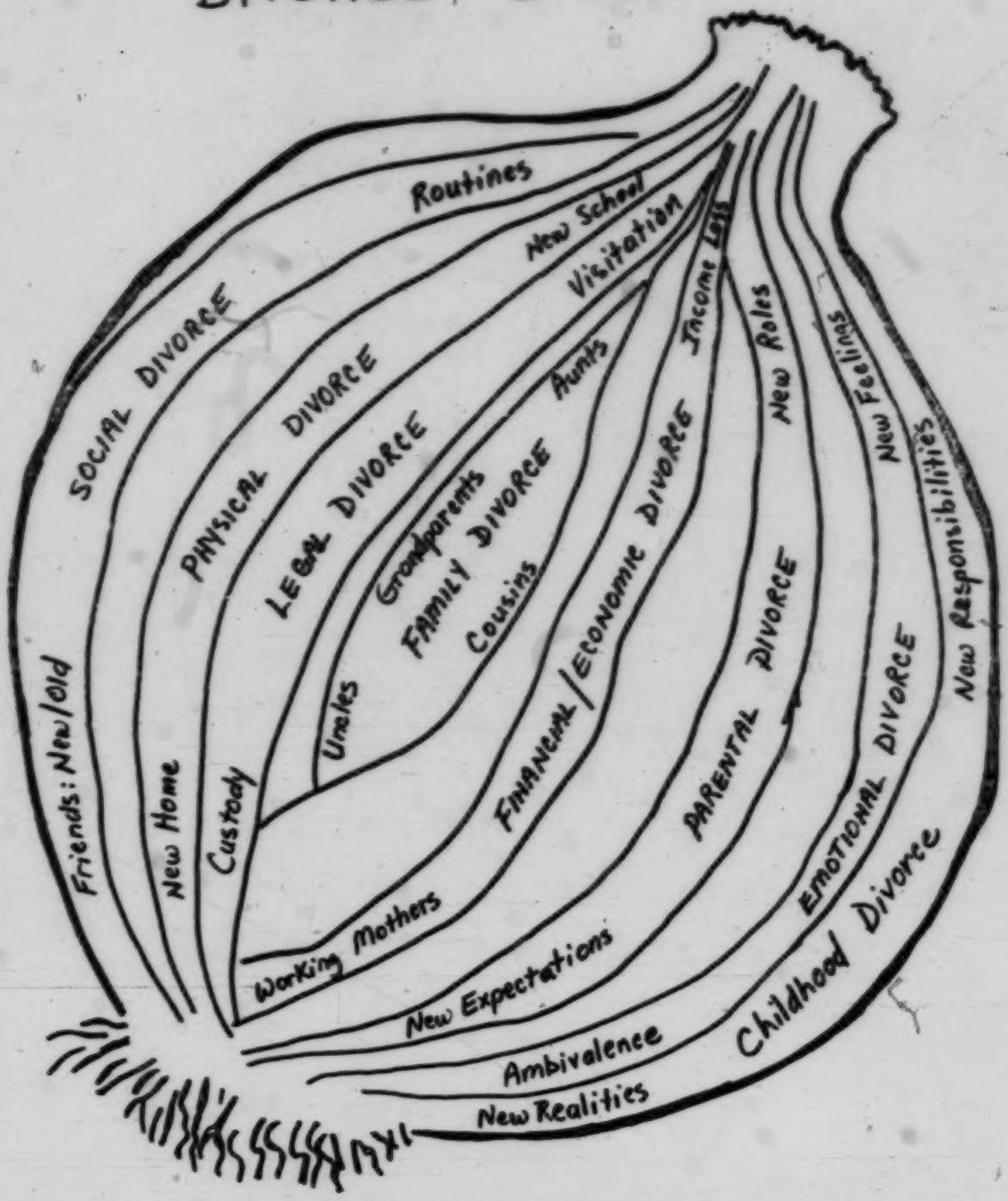
(2) Distribute copies of the Divorce Onion. Ask the group members what is unique about an onion and how it may be similar to the divorce process. Discuss the many divorces involved in divorce, and ask members to share personal similarities or differences. The fact that many changes and losses are experienced in all aspects of our life may be an excellent discussion topic.

(3) Distribute copies of the Stages of Divorce. Discuss the losses and grief experienced in death. Ask the group if they have experienced the death of a relative or a friend. How did they feel and think at various times after the event. Ask if divorce is similar to death, or any other losses they may have experienced i.e. a close friend mov-

ing away, a cat that ran away, etc. Explain that people who experience a loss, whether it be death, divorce or whatever, tend to go through stages in their thinking and feeling. Explain the stages involved in divorce. Ask the members to share and discuss the thoughts and feelings they experienced during various stages. What stage are each of the group members at, at present? How can they help others who are experiencing a number of the initial stages?

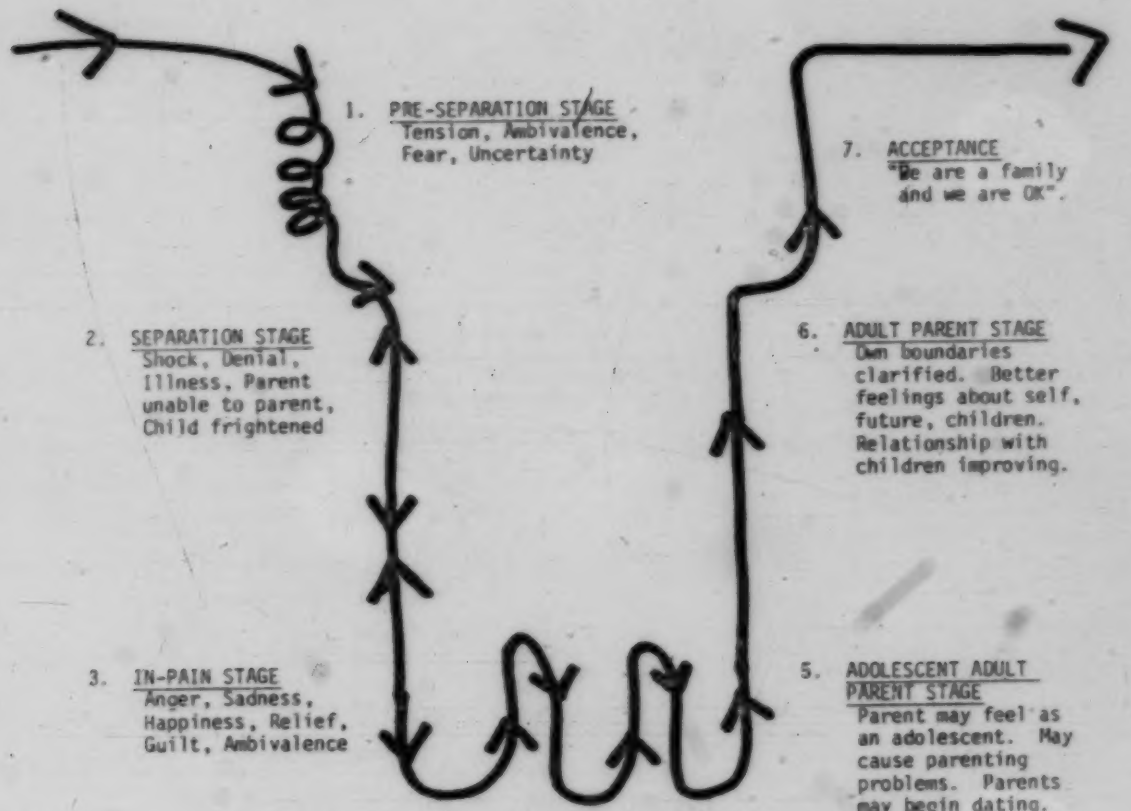
(4) Ask the group members to think of one thing they learned in today's session.

DIVORCE ONION



K. MARTIN, EDMONTON FAMILY SERVICE ASSOCIATION

FAMILY STAGES OF DIVORCE



1. PRE-SEPARATION STAGE
Tension, Ambivalence, Fear, Uncertainty

2. SEPARATION STAGE
Shock, Denial, Illness, Parent unable to parent, Child frightened

3. IN-PAIN STAGE
Anger, Sadness, Happiness, Relief, Guilt, Ambivalence

4. OFF THE WALL STAGE
Bad days, Good days, Legal battles, Children fought over, used. Parenting improves as issues are dealt with.

5. ADOLESCENT ADULT PARENT STAGE
Parent may feel as an adolescent. May cause parenting problems. Parents may begin dating.

6. ADULT PARENT STAGE
Own boundaries clarified. Better feelings about self, future, children. Relationship with children improving.

7. ACCEPTANCE
"We are a family and we are OK".

K. MARTIN, EDMONTON FAMILY SERVICE ASSOCIATION

SESSION #6

Objectives: To encourage discussion related to change in the family.

Structure

(1) Activity - Using a flip chart or a blackboard, ask the group to brainstorm a list of changes that divorce has created for them personally. Attempt to identify these changes as positive or negative ones.

(2) Film - "Things Are Different Now" (available through the County of Strathcona). Through the vehicle of the story of a child's experience of his parents' separation, this film looks at various areas related to divorce, personal reactions to tragedy and how support can be had from other relationships. For discussion: In what ways did the events in the film seem to be like some of those that happened in your family? What change did the main character in the film experience?

(3) Activity - Ask each member to write down at least one thing that they would like to change in their family at this time. Share this with the group. Ask the questions: What can you do to help make that change happen? What can others do to help make that change happen?

(4) Close with an open discussion, with the group choosing the topic.

SESSION #7

Objectives: To discuss changes in needs and roles within the family. To provide the opportunity to express particularly troublesome predicaments.

Structure

(1) Activity - Creative Writing - Ask each member to choose a subject related to their divorce which has been quite worrisome to them. Some examples are: Being caught in a custody fight and understanding the functioning of family court; how to react when an older sibling moves out of the house; extra responsibilities of living in a one parent home. Ask each member to write one or two paragraphs about their experiences with the subject they have chosen. The paragraphs may be shared for discussion and this activity may also involve role playing depending upon the enthusiasm of the group.

(2) Activity - Worksheet: My parents and I - Ask each member to complete the worksheet as a basis for further discussion. Worksheets will be handed in to the leader.

(3) Open Discussion.

SESSION #7: MY PARENTS AND I

1. How have your parents been doing a good job of getting along with each other after the separation/divorce?

2. What have your parents done or been doing to help you (during or after the separation/divorce)?

3. What do you need from your parents?

   From your mother -

   From your father -

4. What do your parents need from you?

   Your mother?

   Your father?

5. What does your Mom need from your Dad in order to be happy being divorced?

   What does your Dad need from your Mom in order to be happy being divorced?

6. What questions would you secretly like to ask your Mom?

   Your Dad?

7. If you could say anything you wanted to, what would you say to your Mom?

Your Dad?

SESSION #8

Objectives: To look forward to the future.

To say goodbye to the group and to decide with the group, if they wish to participate in a few more sessions.

Structure

(1) Activity - Have each member write down how they would like things to be different one year from now? five years from now? Share responses with the group.

(2) Discussion - About new relationships that will probably be a part of each adolescents' family now, such as parents' boyfriends and girlfriends and how they might feel about these new partners for their Moms and Dads. What would it be like to have stepbrothers and stepsisters become part of your family?

(3) Ask the group to complete the following sentence individually, either orally or it may be written on a piece of paper. This group has helped me by _____

(4) Discussion - The group should discuss and decide whether they will terminate the group sessions or continue for one or two weeks. If the group is to continue, it is very important to make a list of specific issues they wish to pursue in order to have some direction for further sessions.

(5) Close the group with your comments relating to the hard work and openness that went into the success of the sess-

ions. Invite the students to see you individually if they have any areas they wish to discuss privately.

CHAPTER IV

Design and Methodology

The Sample

The sample in this study consisted of 29 junior high school students who attend public school in the County of Strathcona, Alberta. The study sample was comprised of young adolescents whose parents are either separated or divorced. There was a total of 17 girls and 12 boys in the sample population. Their ages ranged from 11 to 15, and their grade level from seven to nine. The study consisted of two treatment groups of nine students each, and a control group of 11 students. Students in the control group were assigned on the basis of their interest in the study, but preferred not to participate in the treatment. Students assigned to the two treatment groups were done so on a random basis.

The Procedure

The two treatment groups were both involved in the Adolescents of Change Program, a group counselling program of eight sessions. The control group did not meet, but was administered the pre and post measures, as the two treatment groups were. The pre measure was administered in late September 1984 to both treatment groups, as well as to the control group. Both treatment groups met once per week, for an eight week duration. Sessions were approximately one hour and thirty minutes in length. The post measure was administered in early December 1984 to both treatment groups and the control group. The leader

conducted group sessions with both treatment groups and had been trained through the Graduate Level Counselling Practicum offered in the Department of Educational Psychology, University of Alberta, in Edmonton, Alberta.

Instrumentation

(a) Piers - Harris Children's Self - Concept Scale

The Piers-Harris Children's Self-Concept Scale was utilized as a measure of self-concept. This self-report self-concept scale was developed by Piers and Harris (1969). The Piers-Harris Children's Self-Concept Scale is an 80 item instrument consisting of forced-choice "YES - NO" responses. The items are worded in such a way that approximately half indicate a positive self-concept and the remainder indicate a negative self-concept. This format was implemented to reduce response set bias. Although the Piers - Harris Children's Self-Concept Scale was designed to measure general self-concept, there are six item clusters or factors presented by Piers and Harris (1969): statements of behaviour; intellectual and school status; physical appearance and attributes; anxiety; popularity; and happiness and satisfaction.

The Piers - Harris Children's Self - Concept Scale was standardized on a sample of 1,183 children in grades four through twelve. The internal consistency of the scale ranged from .78 to .93 and retest reliability ranged from .71 to .77. Correlation with similar general self-concept instruments indicated teacher and peer validity coefficients of .40. This

scale has sufficient reliability and validity to be used extensively in research (Bentler, 1970). The Piers - Harris Children's Self - Concept Scale has been used as a measure of self-concept in a number of studies (Clark, 1976; Eldridge, Witmer, Barcikowski and Bauer, 1977; Fredman, 1976; Issacson, 1976; Lancaster, 1976; Zeitz, 1975). This measure has been used for inferring self-concept change, and scores derived from the scale have been found to be predictive of self-evaluative behaviour (Felker, 1972).

(b) The California Test of Personality

The California Test of Personality (1953 - Revised), was used as a measure of personal and social adjustment. It is organized around the concept of life and adjustment as a balance between personal and social adjustment. Personal adjustment is assumed to be based on feelings of personal security. Social adjustment is assumed to be based on feelings of social security (Thorpe L., Clark W., and Tiegs E., 1953). The following components are names for groupings of more or less specific tendencies to feel, think and act in relation to personal adjustment:

(1) self-reliance: to do things independently of others; to be dependent upon oneself in various situations and to direct one's own activities.

(2) sense of personal worth: to feel capable and reasonably attractive.

(3) sense of personal freedom: to have a reasonable share in the

determination of one's conduct and in setting the general policies that govern one's life.

(4) feelings of belonging: to enjoy the love of one's family, the well-wishes of good friends, and a cordial relationship with people in general.

(5) withdrawing tendencies: to substitute the joys of a fantasy world for actual successes in real life.

(6) nervous symptoms: to suffer from one or more of a variety of physical symptoms such as a loss of appetite, frequent eye strain, inability to sleep, tendency to be chronically tired; may be exhibiting physical expressions of emotional conflicts.

The following components are names for groupings of more or less specific tendencies to feel, think and act in relation to social adjustment:

(1) social standards: to understand the rights of others and appreciate the necessity of subordinating certain desires to the needs of the group; to understand what is regarded as being right or wrong.

(2) social skills: to show a liking for people; to inconvenience oneself to be of assistance to others and to be diplomatic in dealing with friends and strangers.

(3) anti-social tendencies: when given to bullying, frequent quarreling, disobedience and destructiveness to property; to get satisfactions in ways that are damaging and unfair

to others; normal adjustment is characterized by reasonable freedom from these tendencies.

(4) family relations: to feel loved and well-treated at home; to have a sense of security and self-respect in connection with the various members of one's family.

(5) school relations: to feel that teachers like you; to enjoy being with other students; to find the school work adapted to one's level of interest and maturity.

(6) community relations: to mingle happily with neighbors; to take pride in community improvements; to be tolerant in dealing with both strangers and foreigners; the disposition to be respectful of laws and of regulations pertaining to general welfare.

The overall purpose of the California Test of Personality is to provide a frame of reference (including a conceptual structure and a sampling of specific types of thinking, feeling, and acting patterns) regarding the nature of personality determinants and their relationships to each other, and to the total functioning personality. The purpose also includes, which is central to the particular study, information about individuals which is useful in understanding their problems and improving their adjustment.

The California Test of Personality consists of 180 items of a forced-choice "YES - NO" response format. It yields 15 percentile marks for each student and also information regard-

ing interests and activities. The information consists of the student's expression of preferences for activities which range from those which are individual and sedentary in nature, to those which involve a good deal of activity and require participation of others. It is primarily diagnostic. For administration, there are no strict time limits but should take no longer than 45 minutes.

The California Test of Personality, designed by Thorpe, Clark and Tiegs (1953-Revised), is based upon the study of over 1,000 criteria or specific adjustment patterns or modes of response to specific situations. Five educational psychologists evaluated these criteria, and either eliminated, reclassified or restated about forty per cent of them. Test items were next devised to correspond to these criteria on each of five levels (primary, elementary, intermediate, secondary, and adult). Professionals especially interested in personality problems were requested to rate the items to help in determining their appropriateness and the extent to which they would elicit accurate information. The items which survived were administered to about 100 students on each level. When necessary, items were revised or dropped at this point. The items that survived were then administered to new groups of 100 students in each grade and to adults attending evening classes. Teachers were given the definitions of the various personality components and given training in rating students.

Correlations between teacher ratings and student responses

were low. Item by item comparisons revealed that teachers simply cannot discover by informal methods of observation what students think or how they feel about many things, and the motives for overt behaviour are often misinterpreted. The surviving items were grouped into 16 categories found in the psychological literature and were then administered to approximately 200 students in three grades in each level. Statistical study revealed a very high correlation between some categories. The sixteen categories were reduced to twelve. The best remaining items on each level were then selected for each of the 12 components using 15 items in the adult, secondary and intermediate levels, 12 in the elementary and 8 in the primary. They were then administered to the standardization population for norming and the computation of reliabilities.

The California Test of Personality - Intermediate Level, was standardized on a sample of 2,812 students in grades seven to ten inclusive in schools in Massachusetts, Pennsylvannia, Washington, Wisconsin and California.

The correlations between the two major parts of the California Test of Personality, Personal Adjustment and Social Adjustment, vary on different levels but average about .70. This confirms the fact that there are differences between Personal and Social Adjustment, even though other data indicate that the normal personality is a functioning whole and that the two aspects are two views of the same personality. Reliabilities of the components of Personal and Social Adjustment vary from about

.60 to .90 when one form of the test is given. When both forms are given at approximately the same time and the scores averaged, the reliabilities are increased.

Taylor and Combs (1952) provide additional evidence on the validity of the California Test of Personality. It had long been held by workers in the consulting psychology field, that well-adjusted people can accept more self-damaging statements or criticisms than the poorly adjusted. Taylor and Combs had 168 sixth grade children check on a list such damaging-to-self statements as were true about themselves. This same group of children were tested with the California Test of Personality and divided into two groups, the upper 50 per cent (better adjusted) and the lower 50 per cent (poorer adjusted). The test revealed a statistically significant difference in favor of the better-adjusted group; that is, the better adjusted half of the class checked a statistically significant larger number of self-damaging statements than the more poorly adjusted half.

Hypotheses

1. There will be no significant difference among the Adolescents of Change (treatment) groups and the control group in terms of pre and post measures of general self-concept scores by self-report as measured by the Piers - Harris Children's Self - Concept Scale.
2. There will be no significant difference among the Adoles-

cents of Change (treatment) groups and the control group in terms of pre and post measures of Personal Adjustment scores as measured by the California Test of Personality.

3. There will be no significant difference among the Adolescents of Change (treatment) groups and the control group in terms of pre and post measures of Social Adjustment scores as measured by the California Test of Personality.

Analysis of the Data

To test the hypotheses, the data were analyzed using a two-way analysis of variance with repeated measures. This was used to test for Groups and Time Factor effects within and between the Adolescents of Change (treatment) groups, and the control group on each of the three variables: self-concept, personal adjustment, and social adjustment. For purposes of analysis, the two Adolescents of Change (treatment) groups were combined into one group because:

(1) students were randomly assigned to both groups;

(2) both groups received the same treatment; and,

(3) both groups had the same leader.

CHAPTER V

Results

Introduction

The statistical results of the data collected from the group mean scores were compiled in this Chapter. These results were representative of a sample population of 29 junior high school students from a public school in the County of Strathcona, Alberta.

Findings of the Study

In the null hypotheses, it was stated that there would be no significant differences among the Adolescents of Change groups (treatment) and control group in terms of pre-and post-scores on the following measurements:

1. Self-report scores on self-concept as measured by the Piers-Harris Children's Self-Concept Scale,
2. Self-report scores on personal adjustment as measured by the California Test of Personality,
3. Self-report scores on social adjustment as measured by the California Test of Personality.

To test the null hypotheses, a two-way analysis of variance was performed on the data collected for the three variables. A comparison of the treatment and control groups' mean scores on pre-and post-tests are reported in Tables I through III.

The following analysis was done to test for the first hypothesis: There will be no significant difference among the Adolescents of Change (treatment) group and the control group in terms of pre and post measures of self-concept scores by self-report as measured by the Piers-Harris Children's Self-Concept Scale.

Table I

Analysis of Variance: Groups X Time - on the Piers-Harris Children's Self-Concept Scale

Source	df	M.S.	F	P
Between	28			
Groups	1	7.20	.023	.88
Error	27	319.27		
Within	29			
Time	1	117.93	3.900	.06
Groups X Time	1	5.01	.166	.69
Error	27	30.24		

Table I illustrated that there was no significant difference among the treatment and control groups' mean scores on self-concept as measured by the Piers-Harris Children's Self-Concept Scale. Neither the Time effect nor the Groups X Time interaction was statistically significant. Therefore, Hypothesis 1 was accepted.

The following analysis was done to test for the second hypothesis: There will be no significant difference among the Adolescents of Change (treatment) group and the control group in terms of pre and post measures of Personal Adjustment scores as measured by the California Test of Personality.

Table II

Analysis of Variance: Groups X Time - on the California Test of Personality (Personal Adjustment)

Source	df	M.S.	F	P
Between	28			
Groups	1	1.92	.004	.95
Error	27	454.09		
Within	29			
Time	1	124.98	2.217	.15
Groups X Time	1	7.68	.136	.72
Error	27	56.36		

Table II illustrated that there was no significant difference among the treatment and control groups' mean scores on Personal Adjustment as measured by the California Test of Personality. Neither was the Groups X Time interaction effect statistically significant. Therefore, Hypothesis 2 was accepted.

The following analysis was done to test for the third hypothesis: There will be no significant difference among the Adolescents of Change (treatment) group and the control group in terms of pre and post measures of Social Adjustment scores as measured by the California Test of Personality.

Table III

Analysis of Variance: Groups X Time - on the California Test of Personality (Social Adjustment)

Source	df	M.S.	F	P
Between	28			
Groups	1	4.11	.013	.91
Error	27	322.73		
Within	29			
Time	1	5.01	.139	.71
Groups X Time	1	37.82	1.047	.32
Error	27	36.13		

Table III illustrated that there was no significant difference among the treatment and control groups' mean scores on Social Adjustment as measured by the California Test of Personalith. Neither was the Groups X Time interaction effect statistically significant. Therefore, Hypothesis 3 was accepted.

Means of both the pre- and post-test administration of the following instruments were presented in Table IV: Piers-Harris Children's Self-Concept Scale, California Test of Personality (Personal Adjustment), and the California Test of Personality (Social Adjustment). Refer to Tables I through III for evidence of no significant difference in pre-and post-test means.

Table IV

Means of the Two Instruments Pre- and Post-Test Scores for the Two Groups Employed in this Study

Test	Groups	Pre-test Means	Post-Test Means
Piers-Harris Children's Self-Concept Scale	Treatment	55.34	57.67
	Control	55.46	59.00
California Test of Personality (Personal Adjustment)	Treatment	58.78	62.56
	Control	59.91	62.18
California Test of Personality (Social Adjustment)	Treatment	63.67	62.61
	Control	61.46	63.73

Summary

This study involved the investigation of the effect of the Adolescents of Change Program on the self-concept, personal adjustment, and social adjustment of junior high school students. These were measured through the administration of two instruments.

To test the null hypotheses, a two-way analysis of variance was performed on the data collected for the Piers-Harris Children's Self-Concept Scale and the California Test of Personality. Analysis of the data indicated there was no significant difference among the treatment and control groups on any of the instruments.

Results of this study indicated that there was no significant difference among the Adolescents of Change (treatment) group and the control group in terms of pre- and post-test scores on either of the instruments administered to measure self-concept, personal adjustment and social adjustment. Therefore, the null hypotheses were accepted.

CHAPTER VI

Summary and Discussion of the Adolescents of Change Program Study

The Purpose of the Study

The purpose of the study was to investigate the effects of the Adolescents of Change Program on the self-concept, personal adjustment and social adjustment of junior high school students. The Adolescents of Change Program consists of eight group counselling sessions designed to assist young adolescents to develop a more positive self-concept, and improve their personal and social adjustment, as well as to seek a better understanding of their parents' separation or divorce.

The Findings

The data analysis focused on Time versus Group factors utilizing a two-way analysis of variance with repeated measures. To test the null hypotheses, a two-way analysis of variance was performed on the data collected for the Piers-Harris Children's Self-Concept Scale and the California Test of Personality. Analysis of the data indicated that there were no significant differences among the treatment and control groups on either of these two instruments. The Time effect was a summation effect due to increase in post-test scores across the two groups. No significant Groups X Time interaction effects were found.

Results of this study indicated there was no significant difference among the Adolescents of Change (treatment) group(s), and the control group in terms of pre- and post-test scores on either of the two instruments administered to measure self-concept, personal adjustment, and social adjustment. Therefore, the null hypotheses were accepted.

Discussion

As this particular study did not indicate a significant difference between the Adolescents of Change Program (treatment) group(s) and the control group in terms of pre- and post-test scores on either of the two instruments administered to measure self-concept, personal adjustment and social adjustment, it is necessary to keep in mind a number of aspects. Self-concept, personal adjustment and social adjustment, because of their multidimensionality, are difficult aspects of human behaviour to measure.

It is questionnable as to how accurate and consistent individuals are able to report information about themselves. In this particular study, the individuals involved are young adolescents, whose view of themselves may be unrealistic or inaccurate. This is a definite possibility when we consider that the adolescent years are known to be a time of turmoil (Hall, 1904) and that adolescents tend to be somewhat inconsistent in their views of themselves.

Young adolescents in particular, are also extraordinarily

sensitive to others' judgement of them, and tend to feel a need to be accepted (Ackerman, 1955). Therefore, their responses to self-report items may be according to what they think the researcher wishes to hear rather than how they really feel about themselves (Eldridge, Wilmer, Barcikowski, and Bauer, 1977). In addition to this, it is considered extremely difficult to identify items for a self-report scale that are effective in reflecting change in self-perception as reported by individuals.

Another consideration to be made in relation to this particular study is that the Adolescents of Change Program and the positive gains made by the participants may not have been captured by the dependent measures. A similar study by McConnell (1979) in Texas focused on the development of a structured group counselling model for adolescents of divorced parents. The study was to determine whether this group experience would have a positive effect on the adolescents' self-concept. Although no significant change in self-concept was found, the majority of group leaders and participants felt, like those involved in the Adolescents of Change Program, that the group had been a positive and beneficial experience.

Another study by Hagan (1982) focused on the evaluation of a structured group counselling program for junior high school students with divorced or separated parents, with an emphasis on interpersonal relationship skills training. No significant differences between experimental and control groups were found on any of the dependent measures. However, more positive re-

sults were reported in an analysis of the qualitative data. Participants liked the intervention and cited ways it helped them. Feedback from co-leaders, teachers and parents was also positive. One suggestion made was to utilize alternative dependent measures, such as a questionnaire.

Both of the above studies indicate that in order to completely evaluate any group counselling program, one must take into consideration qualitative data such as observations and impressions of the group leader, as well as feedback from the group members themselves and also their parents.

Leader's Impressions and Observations

As group leader of both treatment groups, it is believed the success of the Adolescents of Change Program lies in great part, in the leader's observations and impressions of the groups throughout the eight counselling sessions, as well as feedback from the group members and their parents.

The leader observed these young adolescents to develop in many positive ways throughout the Program. They were observed to begin the Program as noticeably unsure of their commitment; appeared apprehensive of the group acitivities; and, displayed hesitancy in responding in the group discussions. The atmosphere appeared quiet and uneasy during the snack time which preceded each group session, and eye contact was not made with the group leader or each other, as the subject of parental separation and divorce was discussed.

Positive changes occurred over the course of the next eight weeks. These young adolescents became more comfortable with the group leader and each other. Their willingness to share their ideas, thoughts and feelings relating to their personal experiences with the separation and divorce of their parents, became apparent. Their interactions with each other became more constant and consistent, and the supportive atmosphere which evolved from these interactions strengthened as they progressed through the Program. In fact, during the seventh session, when the group discussed their readiness for termination, many group members expressed a desire to continue meeting, even though they could not pinpoint specific topics they would like to further explore and discuss. It is believed that group cohesiveness and an identification with each other as group members was predominant, and termination was somewhat threatening.

The group leader discussed the importance of termination of the group; its purpose to encourage group members to practically apply the skills and knowledge they acquired in the group, and to do so in a realistic setting. The group was considered to be a safe environment, nonetheless, termination was necessary. The leader reminded the group that assignments given for homework at the end of each group session were all practical ones which involved the use of skills which were promoted in the group sessions. Group members were encouraged to continue supporting each other after [illegible] termination, which was a real-

istic request as all students attend the same school and are accessible to each other during the school day.

A follow-up voluntary group session was scheduled for six weeks after group termination. Three students from one group, and two from the second participated in the follow-up session. Initially, the group leader was disappointed with the somewhat poor participation, but realized a number of factors may have contributed to this.

Firstly, the follow-up sessions were held during the school noon hour which is only thirty six minutes in length. Many extracurricular activities take place at this time because all students are bused to school, and therefore unable to stay after school hours. Therefore, this particular time period may not have been most suitable for the follow-up session, due to the group members' involvement in other activities.

Secondly, it is possible the poor participation was an indication the group members were coping quite well in their personal situations, and felt no need for a follow-up session. This was also substantiated by the fact that none of the group members approached the group leader for individual counselling after termination, even though it was offered if required. Thirdly, it is possible that group members simply forgot about the follow-up session even though they were individually reminded a day before the follow-up session occurred.

Generally, group members appeared to enjoy the group activities immensely. As previously mentioned, the group members

initially appeared somewhat apprehensive about many aspects of the Program, as it often took some time for discussion to begin, or an uneasy silence would often occur after the leader asked a question. However, as the groups progressed through the eight weeks, the leader observed a willingness, and an eagerness to participate in a majority of the group activities. The leader also participated in the group activities which appeared to encourage the group members to participate, and acted as a positive modeling influence.

The Kinetic Family Drawing proved to be an excellent activity for the first session. It served as an effective introduction, and group members enjoyed looking at each group member's drawing and listening to their explanation of their family. It immediately indicated a commonality to group members as they all mentioned their parents as being separated or divorced. The leader also completed a family drawing and was the first individual to discuss it in the group. As mentioned earlier, it was found that this modeling encouraged the group members to participate.

The progressive relaxation activity in the second session was very popular, and the group members often requested this activity later in the Program. Although some of the group members were unable to achieve the total relaxed state, it nonetheless, served as an excellent framework for the discussion of various feelings, emotions and ways in which to cope with them. A second activity in the second session, was that of the

"warm fuzzies". In this particular activity, group members were each given a piece of paper with their name on it, which was to be passed to each group member in the circle. The task was to write on the paper, a warm fuzzy to the group member whose name appeared on it. The group members thoroughly enjoyed reading their personal warm fuzzies, and discussion ensued, related to the importance of giving and receiving warm fuzzies. The leader also participated in the warm fuzzy activity which appeared to generate increased member participation and added to the building of a positive group climate.

The divorce questionnaire which formed part of the third session, was the first actual activity aimed directly at the topic of separation and divorce. Group members were requested to complete the questionnaire and mark the items which they would like the group to discuss. This gave the group members a feeling of participating in the actual direction of group discussion. A number of interesting commonalities among group members appeared after discussion of the items. Among them were that many of the group members felt they were to blame in some way for their parents' separation or divorce. Many also expressed their desire for their parents to once again become a couple, although they realized this was an impossibility. There was a consensus among the group members that their parents' separation or divorce made it difficult for them to concentrate on their school performance, and many, in fact, related a sudden decrease in their academic achievement. All

group members indicated an initial difficulty in talking to their friends about their parents' marital situation.

A second activity in the third session involved selecting a fiction pocket book on the topic of separation and divorce, reading it for the next group session, and being prepared to discuss it in the group. This activity was not well received by the group members. In spite of the books having already been placed on a separate book cart by the school librarian, and all books being relatively short in length, not one group member managed to read the entire book. In fact, it was a number of weeks before all books were finally returned. This activity may not have been successful due to the fact that the task really was too much like homework, as many group members read substantially during the school day as well as at home in relation to their academics.

The brainstorming activity in session four was extremely popular. Young adolescents tend to have excellent imaginations, and all the group members arrived at a large number of uses for the object presented, which was a cup. Again this activity provided the framework for the discussion which followed. This discussion centered around the problems the group members have had, or are presently experiencing, in relation to the separation and divorce of their parents, and brainstorming solutions to these problems. The solutions were most creative, certainly not all viable, but in most cases, possible alternate solutions. This activity also helped the group members view their own prob-

lems through the eyes of another individual, such as their parents. It appeared to give them the opportunity to consider other perspectives.

The fifth session included a number of activities. One was a time line the group members were requested to draw, which was to include all the important events in their life starting with their birth. The important events were to consist of both positive and negative ones. The group leader also participated in this activity and modeled the explanation of her own time line to the group. This again initiated a number of group members to volunteer to discuss their time line next. The time lines illustrated to the group members the similiarities and differences in their lives, and that it is possible to overcome negative events, and to carry on with their lives.

The Divorce Onion was a second activity in the fifth session. Group members responded quickly to concepts promoted by the Divorce Onion. It also provided an excellent framework for personal discussion. The third activity, Family Stages of Divorce, allowed the groups to pursue the topic of loss in general. The group members explored various other losses such as death, moving away from friends, the loss of childhood as well as the loss of their parents as a couple. Many group members were able to pinpoint the stage(s) at which they felt their own family to be, in relation to the Family Stages of Divorce.

The film presented in the sixth session was enjoyed by all group members. It stimulated discussion related to their personal situations. Discussion centered around the plausibility of the divorce situation in the film, and similarities and differences the group members observed in relation to their personal situations.

In session seven, the creative writing exercise on a subject related to their parents' separation or divorce which is especially worrisome to them, was not well received. The group members appeared to achieve more by moving directly into a discussion of this topic, rather than taking the time to write about it. However, the worksheet, also in the seventh session, was more positively received. This may possibly be due to the fact the worksheet required short answers, whereas, the creative writing exercise required two paragraphs of writing. The amount of writing required in the written creative exercise appeared to be discouraging to the group members.

The eighth and final session, included an activity where group members were requested to briefly enlarge on how they would like things to be different for them one year from now, and five years from now. Many of the group members' responses related to a hope for improved family stability, and a concern for their own futures, both in a career and personal relationship sense. During this session, time was also set aside for recreation. Group members had decided among themselves to bring food and have a short party. Everyone contributed and

at this particular time, the group leader presented each member with a Well Done Certificate (Appendix E).

In summary, it is important for the group leader to participate in the group activities as much as possible, and to attempt to model positive responses by sharing in the discussion of an activity task. When this took place, group members appeared eager to be the next person to share. Also, there is value in allowing group members a few minutes, to write their responses to specific questions on paper. In this way, discussion is often more organized and logical. However, there appeared to be a tendency for group members not to participate when the written assignment was of a rather lengthy nature.

Throughout the eight group sessions, a number of issues appeared prevalent in the discussion of the group members. The following issues were observed to be common.

(1) The majority of group members felt they had caused or were responsible in some way for their parents' separation or divorce.

(2) Difficulty was experienced in coping with another adult in the home due to the custodial parents' remarriage, common-law relationship, or relationship with a boyfriend or girlfriend. Group members also had difficulty coping with the non-custodial parents' relationship with another adult as well. This feeling appeared to stem from two sources. Firstly, an uncomfortable feeling that

their parents were in relationships with other adults, when in fact, they ought to be together; and, secondly, the adult often became involved in parenting with the group members and siblings. This was seen by the group members, as totally out of the adult's line of responsibility. Generally, there was resentment toward these adults because they were attempting to fulfill roles that were not theirs to have.

(3) The dependability and contact with the non-custodial parent was also an issue. In a number of cases, the non-custodial parent lived a great distance from the group member, and in other cases this was not so. However, group members generally related concerns such as a lack of acknowledgement of birthdays and Christmas, or a lack of follow through on promises of visits and holidays together. Many group members generally expressed disappointment and a lack of trust and reliability of the non-custodial parent.

(4) Group members identified more responsibilities in the home environment. In most cases, this was due to the custodial parent working full-time and therefore unable to cope alone with the housekeeping, preparation of meals, and laundry duties. Therefore, group members and their siblings were required to share in the maintenance of the home, which was not always well received.

(5) Loss of available money for entertainment, holidays,

clothing or general use was also an issue. Most group members noticed a significant change in the amount of available money when their parents separated or divorced, and some expressed concern over a lack of financial assistance forthcoming from the non-custodial parent.

(6) Group members generally agreed that when their parents' separation or divorce first occurred, there was a reluctance on their part to discuss it with friends and teachers. A feeling of isolation was predominant, coupled with a general concern that others would find out about the situation. A number of group members related experiences where their friends were no longer allowed to associate with them when their friends' parents discovered the maritial situation.

(7) "Family" divorce was recognized by group members as outlined in the Divorce Onion. The separation or divorce of their parents often brought an alienation of some relatives. Relatives would often choose sides with either parent which added to the stress and anxiety. Often, it led to visits with certain relatives becoming infrequent or non-existent.

(8) Difficulties with siblings were also acknowledged. Generally, these differences centered around the feeling that the group members were being treated unfairly by the custodial parent, in relation to their siblings. Examples such as favouritism being displayed toward younger siblings

by the custodial parent, or discipline being lax or non-existent for younger siblings were related by group members. However, this issue is generally prevalent in most families, not only single parent situations.

Discussion of Student Evaluation Responses (Appendix C)

The method of Program evaluation chosen with the group members was the completion of the following incomplete sentence: THIS GROUP HELPED ME BY _____. The rationale for choosing this method of evaluation was based on the assumption that group members had already spent a great deal of time completing the Piers-Harris Children's Self-Concept Scale and the California Test of Personality, as well as the various written activities during the group sessions. As previously mentioned, group members tended not to respond positively to extensive written requests. It was felt that by keeping the format simple, concise and specific, the chances of receiving a more reliable evaluation of the Program was greater. In addition, group members were invited to respond to the evaluation in a negative manner, if they so chose, however, based on the leader's impressions and observations of the group sessions, it was not surprising that no negative responses were obtained.

Of the eighteen responses obtained from the group members, seven related specifically to the improved understanding of the separation or divorce of their parents. The remaining eleven

responses indicated a better understanding of their parents' separation or divorce, but were more general in the sense that group members felt the sessions were beneficial to them in more ways. One group member mentioned a better understanding of his own problems; another, the opportunity to get to know others for some other reason. A number of others indicated a better understanding of what they experienced, by discussing and sharing with others who have experienced the same. Four group members mentioned the opportunity to discuss or talk about things they have not been able to discuss before. A number of group members also made reference to specific group activities which they liked, and three group members indicated they thought the Program was enjoyable.

Discussion of Parent Evaluation Responses (Appendix D)

Approximately eight parent evaluation responses (out of eighteen) were returned although a follow-up request had been made. Generally, the comments were of a positive nature. The consensus on the first item of the evaluation, was that the overall impression of the Program was favourable. The parents indicated an appreciation of the parent meeting which was held midway through the Program. They also indicated it gave them a better understanding of the format of the group sessions; an opportunity to experience a number of group activities; and, a chance to discover the groups' progress. A number of parents mentioned their child would refuse to talk about the group sess-

ions when they arrived home, but others indicated their children came home excited and talkative.

All parents indicated on the second item, that they felt their child had benefited from the Program, although most did not or could not indicate specifically why. One parent simply indicated the benefit in discussing your feelings with your peers, and another parent indicated that the Program was instrumental in promoting an "I"m alright attitude" in her daughter.

In relation to the third item, requesting an indication of any emotional or psychological changes becoming evident in their child while participating in the Program, all parents were unable to pinpoint any. However, two parents mentioned their children are extremely emotionally stable anyway, so no change was observed. One parent indicated more challenges toward her authority, but felt this was due to her daughter's general age level.

The fourth and last item requested an indication from the parents as to whether they would recommend such a Program continue to be available to students attending F.R. Haythorne Junior High School, as well as other junior high schools. The response was a definite yes. A number of parents commented that young adolescents require the opportunity to explore, share, and attempt to understand their feelings when there are critical changes in the home environment. In addition, it was felt that these young adolescents

need to realize they are not alone in their situations.

Summary

In summary, it is the opinion of the group leader that the Adolescents of Change Program was an extremely beneficial experience for the group members. In spite of the dependent measures showing no positive gains, it is apparent the group members themselves, as well as the parents who chose to respond to the Parent Evaluation, found the Program of tremendous value and enjoyment. As with other studies of a similar nature cited in this chapter, one needs to consider the qualitative data more so than the quantitative data. That is, it is most important to take into consideration the impressions and feedback of the group members, their parents, as well as the group leader. Therefore, it is concluded that the Adolescents of Change Program is valuable and is considered to be successful in supporting young adolescents whose parents are separated or divorced.

Implications for Further Research

Although the Adolescents of Change Program was not successful in bringing about a positive change in the dependent measures, it has been concluded it is a valuable and successful Program based on the observations and evaluations of the group members, their parents as well as the group leader. With this in mind, the following potential areas of related research are

are seen as meaningful.

(1) In this study, the population consisted of students from one school. It would be of value to utilize a larger sample with students from more varied socio-economic backgrounds.

(2) In this study, the Adolescents of Change Program was implemented once weekly over an eight week period. It would be of value to investigate the weekly use of this Program over a longer period of time, perhaps sixteen weeks. As an alternative, the twice weekly use of the Adolescents of Change Program over an eight week period would also be of value to investigate.

(3) Post-testing, in this study, involved the readministration of the two instruments utilized in pre-testing. Provisions should be made for alternate test forms so that subjects are not exposed to post-test items during pre-testing.

(4) In this study, the instruments used were of a self-report nature. It is suggested that further research studies use a variety of evaluative techniques. Consideration should be made in the area of a case study approach utilizing case notes of parents' perceptions of their childrens' pre- and post-treatment and video taping or audio taping the sessions with independent observers rating the subjects' behaviours.

(5) In this study, subjects were eligible for the study on the

basis of their parents' being either divorced or separated. It would be of value to investigate the effects of the Adolescents of Change Program on a variety of situational factors, for example, limit the sample to those students whose parents have been separated or divorced for two years or for five years.

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APPENDIX A

THE PIERS-HARRIS CHILDREN"S SELF-CONCEPT SCALE

Here are a set of statements. Some of them are true of you and so you will circle the yes. Some are not true of you and so you will circle the no. Answer every question even if some are hard to decide, but do not circle both yes and no. Remember, circle the yes if the statement is generally like you, or circle the no if the statement is generally not like you. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

1. My classmates make fun of me.....yes no
2. I am a happy person.....yes no
3. It is hard for me to make friends.....yes no
4. I am often sad.....yes no
5. I am smart.....yes no
6. I am shy.....yes no
7. I get nervous when the teacher calls on me.....yes no
8. My looks bother me.....yes no
9. When I grow up, I will be an important person..yes no
10. I get worried when we have tests in school.....yes no
11. I am unpopular.....yes no
12. I am well behaved in school.....yes no
13. It is usually my fault when something goes wrong.....yes no
14. I cause trouble to my family.....yes no
15. I am strong.....yes no
16. I have good ideas.....yes no
17. I am an important member of my family.....yes no

18. I usually want my own way.....yes no
19. I am good at making things with my hands.....yes no
20. I give up easily.....yes no
21. I am good in my school work.....yes no
22. I do many bad things.....yes no
23. I can draw well.....yes no
24. I am good in music.....yes no
25. I behave badly at home.....yes no
26. I am slow in finishing my school work.....yes no
27. I am an important member of my class.....yes no
28. I am nervous.....yes no
29. I have pretty eyes.....yes no
30. I can give a good report in front of the class.yes no
31. I pick on my brother(s) and sister(s).....yes no
32. In school I am a dreamer.....yes no
33. My friends like my ideas.....yes no
34. I often get into trouble.....yes no
35. I am obedient at home.....yes no
36. I am lucky.....yes no
37. I worry a lot.....yes no
38. My parents expect too much of me.....yes no
39. I like being the way I am.....yes no
40. I feel left out of things.....yes no
41. I have nice hair.....yes no
42. I often volunteer in school.....yes no
43. I wish I were different.....yes no

44. I sleep well at night.....yes no

45. I hate school.....yes no

46. I am among the last to be chosen for games.....yes no

47. I am sick a lot.....yes no

48. I am often mean to other people.....yes no

49. My classmates in school think I have good ideas.....yes no

50. I am unhappy.....yes no

51. I have many friends.....yes no

52. I am cheerful.....yes no

53. I am dumb about most things.....yes no

54. I am good looking.....yes no

55. I have lots of pep.....yes no

56. I get into a lot of fights.....yes no

57. I am popular with boys.....yes no

58. People pick on me.....yes no

59. My family is disappointed in me.....yes no

60. I have a pleasant face.....yes no

61. When I try to make something, everything seems to go wrong.....yes no

62. I am picked on at home.....yes no

63. I am a leader in games and sports.....yes no

64. I am clumsy.....yes no

65. In games and sports, I watch instead of play...yes no

66. I forget what I learn.....yes no

67. I am easy to get along with.....yes no

68. I lose my temper easily.....yes no

69. I am popular with girls.....yes no

70. I am a good reader.....yes no

71. I would rather work alone than with a group....yes no

72. I like my brother (sister).....yes no

73. I have a good figure.....yes no

74. I am often afraid.....yes no

75. A am always dropping or breaking things.....yes no

76. I can be trusted.....yes no

77. I am different from other people.....yes no

78. I think bad thoughts.....yes no

79. I cry easily.....yes no

80. I am a good person.....yes no

APPENDIX B

THE CALIFORNIA TEST OF PERSONALITY

1.	Do you keep on working even if the job is hard?	YES NO
2.	Do you usually finish the things that you start out to do?	YES NO
3.	Does it usually bother you when people do not agree with you?	YES NO
4.	Do your friends often cheat you in games?	YES NO
5.	Is it hard for you to admit when you are wrong?	YES NO
6.	Do you usually get back the things you have loaned?	YES NO
7.	Do you have to be reminded often to finish your work?	YES NO
8.	Do you find that most people try to boss you?	YES NO
9.	Is it easy for you to meet or introduce people?	YES NO
10.	Do you usually help in planning things at social affairs?	YES NO
11.	Is it easy for you to talk to strangers of the opposite sex?	YES NO
12.	Do you usually feel sorry for yourself when you get hurt?	YES NO
13.	Is it easy for you to talk to important people?	YES NO
14.	Have you found it easy to influence other people?	YES NO
15.	When you are around strange people do you usually feel uneasy?	YES NO
16.	Do people seem to think you are going to do well when you grow up?	YES NO
17.	Do you find that a good many people are mean?	YES NO
18.	Are the other students glad that you are in their classes?	YES NO
19.	Do both boys and girls seem to like you?	YES NO
20.	Do people seem to think that you have good ideas?	YES NO
21.	Are your friends usually interested in what you are doing?	YES NO

22. Are people often unfair to you? YES NO

23. Is it hard for you to get people interested in your problems? YES NO

24. Do you have a hard time doing most of the things you try? YES NO

25. Do you feel that people do not treat you as well as they should? YES NO

26. Do most of your friends seem to think that you are brave or strong? YES NO

27. Are you often asked to help plan parties? YES NO

28. Do many of the people you know seem to dislike you? YES NO

29. Are you often invited to parties where both boys and girls are present? YES NO

30. Do you often feel that you are not as bright as most of your friends? YES NO

31. Are you allowed to choose your own friends? YES NO

32. Do you often have to give up your own plans because of other people? YES NO

33. Are you allowed to do many of the things you want to? YES NO

34. Do you have enough spending money? YES NO

35. Do you feel that you are punished for too many little things? YES NO

36. Are you usually allowed to go to socials where both boys and girls are present? YES NO

37. Do your folks usually let you help them decide about things? YES NO

38. Are you scolded for things that do not matter? YES NO

39. Do too many people try to tell you what to do? YES NO

40. Do your folks let you go around with your friends? YES NO

41. Do other people decide what you shall do most of the time? YES NO

42. Do you help pick out your own clothes? YES NO

43. Do you feel that your friends can do what they want to more than you can? YES NO

44. Do you feel that you are not allowed enough freedom? YES NO

45. Do you like to do things that old-fashioned people say you shouldn't? YES NO

46. Do you find it hard to get acquainted with new students? YES NO

47. Are you considered as strong and healthy as your friends? YES NO

48. Do you feel that you are liked by both boys and girls? YES NO

49. Have you found that people often fail to notice you? YES NO

50. Do you feel that you fit well into the school you attend? YES NO

51. Do you have enough good friends? YES NO

52. Do your friends seem to think that your folks are as successful as theirs? YES NO

53. Do you often feel that teachers would rather not have you in their classes? YES NO

54. Are you usually invited to school and neighborhood parties? YES NO

55. Is it hard for you to make friends? YES NO

56. Do you feel that your classmates are glad to have you in school? YES NO

57. Do members of the opposite sex seem to like you as well as they do your friends? YES NO

58. Do the other boys and girls seem to have better times at home than you do? YES NO

59. Do people at school usually pay attention to your ideas? YES NO

60. Do your friends seem to want you with them? YES NO

61. Is it hard for you to talk to classmates of the opposite sex? YES NO

62. Do you often feel bad because you are not doing well? YES NO

63. Do too many people try to take advantage of you? YES NO

64. Do you feel that most people can do things better than you can? YES NO

65. Have you found that many people do not mind hurting your feelings? YES NO

66. Would you rather stay away from parties and social affairs? YES NO

67. Have you often felt that older people "had it in for" you? YES NO

68. Do you have more problems to worry about than most boys and girls? YES NO

69. Do you often feel lonesome even with people around you? YES NO

70. Have you often noticed that people do not treat you as fairly as they should? YES NO

71. Do you worry a lot because you have so many problems? YES NO

72. Have you noticed that many people do and say mean things? YES NO

73. Have you often thought that younger boys and girls have a better time than you do? YES NO

74. Do people often say things that hurt your feelings? YES NO

75. Have you made some bad mistakes that are hard to forget? YES NO

76. Do you frequently have sneezing spells? YES NO

77. Are you troubled because of having many colds? YES NO

78. Are you often bothered by headaches? YES NO

79. Are you often not hungry even at meal time? YES NO

80. Do you sometimes have stomach trouble without any apparent reason? YES NO

81. Do your eyes hurt often? YES NO

82. Do you often have to ask people to repeat what they just said? YES NO

83. Are you often troubled by nightmares or bad dreams? YES NO

84. Are you sometimes troubled because your muscles twitch? YES NO

85. Do you find that many people do not speak clearly enough for you to hear them well? YES NO

86. Do you sometimes stutter when you get excited? YES NO

87. Do most people consider you restless? YES NO

88. Do you usually find it hard to go to sleep? YES NO

89. Are you tired much of the time? YES NO

90. Do you often forget what you have just read? YES NO

91. Is it wrong for one to avoid work that he does not have to do? YES NO

92. Is it always necessary to keep promises and appointments? YES NO

93. Is it all right to make fun of people who have peculiar ideas? YES NO

94. Is it necessary to be kind to people you do not like? YES NO

95. Is it necessary to be courteous to disagreeable persons? YES NO

96. Should people have the right to put up "keep off the grass" signs? YES NO

97. Does a student have the right to keep things that he finds? YES NO

98. Should a person always thank others for small favors even though they do not help any? YES NO

99. Is it all right to take things that you really need if you have no money? YES NO

100. Should rich boys and girls be treated better than poor ones? YES NO

101. Is it all right to laugh at people who are in trouble if they look funny enough? YES NO

102. If you know you will not be caught is it ever all right to cheat? YES NO

103. When people have foolish beliefs is it all right to laugh at them? YES NO

104. Is it important that one be friendly to all new students? YES NO

105. Is it all right to make a fuss when your folks refuse to let you go to a movie or party? YES NO

106. When people annoy you do you usually keep it to yourself? YES NO

107. Is it hard for you to say nice things to people when they have done well? YES NO

108. Is it easy for you to remember the names of the people you meet? YES NO

109. Are you usually willing to play games at socials even if you haven't played them before? YES NO

110. Do you usually enjoy talking to people you have just met? YES NO

111. Do you often find that it pays to help people? YES NO

112. Is it hard for you to pep up a party when it is getting dull? YES NO

113. Can you lose games without letting people see that it bothers you? YES NO

114. Do you often find that you can't be bothered by other people's feelings? YES NO

115. Do you find it hard to help plan parties and other socials? YES NO

116. Do you find it easy to make new friends? YES NO

117. Do you prefer to have parties at your own home? YES NO

118. Have you found that most people talk so much that you have to interrupt them to get a word in edgewise? YES NO

119. Do you find it easy to help your classmates have a good time at parties? YES NO

120. Do you usually talk to new boys and girls when you meet them? YES NO

121. Is it all right to take things when people are unreasonable in denying them? YES NO

122. Do you often have to push younger children out of the way to get rid of them? YES NO

123. Do you disobey your teachers or parents when they are unfair to you? YES NO

124. Do your classmates often force you to fight for things that are yours? YES NO

125. Have you found that telling lies is one of the easiest ways for people to get out of trouble? YES NO

126. Do you often have to fight for your rights? YES NO

127. Do your classmates often try to blame you for the quarrels they start? YES NO

128. Do children often get so "fresh" that you have to "crack down" on them? YES NO

129. Do people at school sometimes treat you so badly that you feel it would serve them right if you broke some things? YES NO

130. Do you find some people so unfair that it is all right to be mean to them? YES NO

131. Is it all right to take things away from people who are unfair? YES NO

132. Are some people so mean that you call them names? YES NO

133. Do you sometimes need to show anger to get what you deserve? YES NO

134. Do you feel that some people deserve to be hurt? YES NO

135. Do you find that you are happier when you can treat unfair people as they really deserve? YES NO

136. Are your folks fair about it when they make you do things? YES NO

137.	Do members of your family start quarrels with you often?	YES NO
138.	Do you have good reasons for liking one of your folks better than the other?	YES NO
139.	Do your folks seem to think that you will be a success?	YES NO
140.	Do your folks seem to think you do your share at home?	YES NO
141.	Do your folks seem to feel that you are interested in the wrong things?	YES NO
142.	Have you often felt as though you would rather not live at home?	YES NO
143.	Do you often have good times at home with your family?	YES NO
144.	Do you prefer to keep your friends away from your home because it is not attractive?	YES NO
145.	Are you often accused of not being as nice to your folks as you should be?	YES NO
146.	Do you have some of your fun when you are at home?	YES NO
147.	Do you find it difficult to please your folks?	YES NO
148.	Do you and your folks agree about things you like?	YES NO
149.	Do you sometimes feel that no one at home cares about you?	YES NO
150.	Are the people in your home too quarrelsome?	YES NO
151.	Have you found that your teachers understand you?	YES NO
152.	Is some of your school work so hard that you are in danger of failing?	YES NO
153.	Do you like to go to school affairs with members of the opposite sex?	YES NO
154.	Would you stay away from school more often if you dared?	YES NO
155.	Do some of the boys and girls seem to think that you do not play as fair as they do?	YES NO

156. Are some of the teachers so strict that it makes school work too hard? YES NO

157. Do you enjoy talking with students of the opposite sex? YES NO

158. Have you often thought that some of the teachers are unfair? YES NO

159. Are you asked to join in school games as much as you should be? YES NO

160. Would you be happier in school if the teachers were kinder? YES NO

161. Do your classmates seem to like the way you treat them? YES NO

162. Do you have better times alone than when you are with other boys and girls? YES NO

163. Do you think the teachers want boys and girls to enjoy each other's company? YES NO

164. Do you have to keep away from some of your classmates because of the way they treat you? YES NO

165. Have you often thought that some teachers care little about their students? YES NO

166. Do you often visit at the homes of your boy and girl friends in your neighborhood? YES NO

167. Do you have a habit of speaking to most of the boys and girls in your neighborhood? YES NO

168. Do most of the boys and girls near your home disobey the law? YES NO

169. Do you play games with friends in your neighborhood? YES NO

170. Do any nice students of the opposite sex live near you? YES NO

171. Are most of the people near your home the kind you can like? YES NO

172. Are there boys or girls of other races near your home whom you try to avoid? YES NO

173. Do you sometimes go to neighborhood parties where both boys and girls are present? YES NO

174. Is it necessary to be nice to persons of every race? YES NO

175. Do you have good times with the boys and girls near your home? YES NO

176. Are there several people living near you whom you would not care to visit? YES NO

177. Are there people in your neighborhood whom you find hard to like? YES NO

178. Are there any people in your neighborhood so annoying that you would like to do something mean to them? YES NO

179. Do you like most of the boys and girls in your neighborhood? YES NO

180. Do some people in your neighborhood think you are odd because you go to church? YES NO

APPENDIX C

STUDENTS' EVALUATION RESPONSES

Treatment group subjects were asked to complete the following incomplete sentence:

THIS GROUP HELPED ME BY_____.

Responses are as follows:

1. helping me to come to better terms with my parents' divorce.
2. understanding how my parents feel about the divorce.
3. understanding my problems.
4. getting to know people for some other reason.
5. understanding more about divorce.
6. understanding divorce and how my Mom feels about it. This group was fun. I think we should all get together once a month or so.
7. it told me some of the reasons and that it wasn't my fault for them getting a divorce.
8. by hearing from the other kids it helped me understand a bit more why things happened.
9. new friends, better understanding of my parents' actions.
10. meeting more people who have the same problems I've had. Before this Program I thought I was the only person who had these problems. Everytime I came I had fun.
11. giving me people to talk to.
12. having us discuss how we felt about what had happened. I liked everything.

13. making me look at the good things in my life (this particular student has cancer).
14. making me understand what my parents are going through. I liked the warm fuzzies.
15. meeting new people whose parents are divorced. It was fun.
16. after we saw the film, I called my Dad, but he wasn't home. I was really nervous.
17. letting me talk about a lot of things that I wasn't able to before.
18. I learned that my parents aren't the only parents that got a divorce and that other kids are going through the same things I am.

APPENDIX D

PARENT EVALUATION QUESTIONNAIRE

Adolescents of Change Program - Parent Evaluation

January 1985

1. What has been your overall impression of the program from information received at the initial interview, from your son/daughter, and from the parent meeting?

2. Do you feel your son/daughter has benefited from this program? If so, please state why and give any specifics you wish to.

3. Did you notice any emotional/psychological changes in your son/daughter while they were attending the program. These changes may have been either positive or negative ones. Do you feel the program may have been a partial cause in relation to this change(s)?

4. Would you recommend that this program continue to be available at F.R. Haythorne or be instituted in other junior high schools?

5. Other comments:

Thank you for your time and honest discussion.

E. Hannon

APPENDIX E

WELL DONE CERTIFICATE

F.R. Haythorne Jr. High School

Well Done! Certificate

This is to certify that _____

made a special effort in _____

_____

Dated this ____ day of

_____ 1985.

_____

Signature